DOCUMENT RESUME

ED 366 767 CE 065 608

TITLE	ESL Staff Development. Assist LEP Students to Access Training for Tomorrow's Jobs. Inservice Manual.
INSTITUTION	Richland Coll., Dallas, TX.
SPONS AGENCY	Texas Higher Education Coordinating Board, Austin. Div. of Community and Technical Colleges.
PUB DATE	[93]
NOTE	119p.
PUB TYPE	Guides - Non-Classroom Use (055)
EDRS PRICE	MF01/PC05 Plus Postage.
DESCRIPTORS	Access to Education; Career Choice; Community Colleges; *English (Second Language); *Inservice Teacher Education; Interest Inventories; Language Acquisition; Language Tests; Learning Modules; *Limited English Speaking; Multicultural Education; Second Language Learning; Special Needs Students; Staff Development; Two Year Colleges; *Vocational Education; *Vocational English (Second Language); Workshops

ABSTRACT

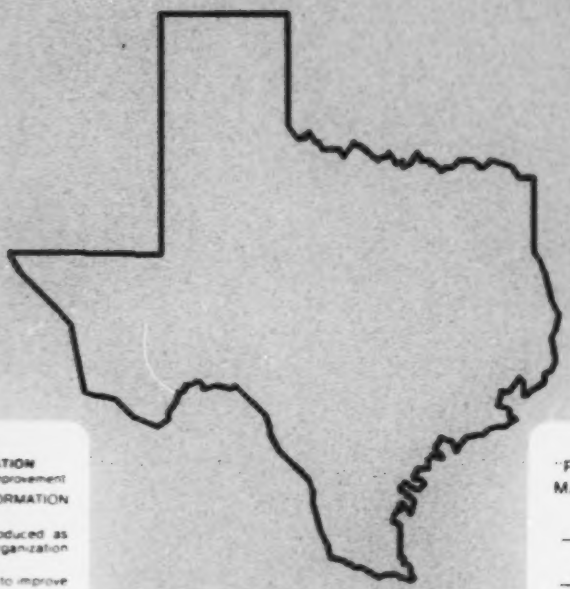
This manual was developed for use in conducting inservice staff development workshops to provide staff working in English as a Second Language (ESL) programs at community colleges and other institutions with the skills necessary to provide effective vocational training and career counseling to limited English proficient (LEP) persons. The manual, which is designed for use by persons with inservice experience and with basic knowledge of cross-cultural education, language acquisition, and vocational training for special populations, is organized into six sections. Section 1 contains funding information, a foreword, and sample planning materials (agenda, needs assessment, and module evaluation forms). Presented in Sections 2-5 are learning modules on the following topics: overview of successful vocational training programs for LEP persons, career interest testing, language testing, and career counseling strategies for LEP persons. Each module includes some or all of the following: objectives; module time, group size, physical setting, equipment, and materials; procedures/suggested activities; participant pretest survey; focus questions; handouts; transparency masters; sample assessment instruments; and posttest. A cross-cultural approach is used throughout the modules, and the hypothetical students profiled are of various racial/ethnic origins (including Mexican-American, Vietnamese, and Russian). Presented in Section 6 are a sample action plan, 18-item bibliography, and list of 9 information and materials clearinghouses. (MN)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED 366 767

ESL Staff Development

Assist LEP Students to Access Training for Tomorrow's Jobs



U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

☑ This document has been reproduced as received from the person or organization originating it.

☐ Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

S Calvert

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

Inservice Manual

Richland College
Dallas County Community College District

This project is supported by funds from the Carl D. Perkins Vocational and Applied Technology Education Act

CE 065 608

ESL STAFF DEVELOPMENT - INSERVICE MANUAL
ASSIST LEP STUDENTS TO ACCESS TRAINING FOR TOMORROW'S JOBS

TABLE OF CONTENTS

		Page
SECTION 1		
	Funding Information	1
	Foreward	2-3
	Sample Planning Materials	
	Agenda	4
	Needs Assessment	5
	Evaluation Form - Module 1,2,3	6
	Evaluation Form - Module 4	7
SECTION 2		
	Module 1 - Overview of Successful Vocational Training Programs for LEPs	8-25
SECTION 3		
	Module 2 - Career Interest Testing	26-39
SECTION 4		
	Module 3 - Language Testing	40-59
SECTION 5		
	Module 4 - Career Counseling Strategies for the LEP	60-101
SECTION 6		
	Action Plan	102
	Bibliography	103-104
	Information and Materials Clearinghouses	105

Project Staff:

Susan Muha, Project Director
Andrea Binder, Project Curriculum Specialist
Charlene Clements, Project Special Faculty

This project was funded by the Texas Higher Education Coordinating Board through a grant utilizing Carl D. Perkins Vocational Act Funds. Supplementary funding was provided by Richland College, Dallas, Texas

Project Number: 33120004
Project Year: 1992-1993

FOREWARD

Limited English Proficient (LEP) persons comprise a large and growing segment of the U.S. population due to new immigration policies and higher than average birthrates among linguistic minorities. According to the U.S. Department of Labor, minorities and immigrants will comprise the largest share of new entrants into the labor force between now and the year 2000. Minorities and immigrants are most heavily impacted by the changes in the labor market in which the fastest growing jobs will require the highest education and skills levels.

Community colleges and other institutional settings face the challenge of serving an increasingly culturally diverse student body. LEP persons in Texas have experienced limited access to vocational education. To address this situation, the Texas Higher Education Coordinating Board has provided Richland College with funding to conduct ESL staff development across the state. The purpose of the workshops is to assist you in developing effective programs and support services that will better serve the needs of the LEP population and the demands of the workplace.

This manual is designed for use by persons with inservice experience and with basic knowledge of cross-cultural education, language acquisition and vocational training for special populations. It contains four training modules. Module 1 gives participants a brief overview of successful vocational training program models for limited English proficient students. Module 2 provides an introduction to career interest testing. Module 3 addresses English language assessment and identifies appropriate standardized instruments for use with LEP students. Module 4 presents an effective career counseling process for LEPs.

An advisory committee of experts from around the state of Texas provided invaluable guidance, both in the design of this manual and in the development of the ESL Resource Center at Richland College:

Sonia Avila
El Paso Community College, El Paso, TX

Sylvia Cantu
San Antonio Community College, San Antonio, TX

Sondra Whitlow
Kingwood College, Kingwood, TX

Daniel Mungia
Houston Community College, Houston, TX

Mike Khirallah
Brookhaven College, Dallas, TX

Teddy Krekula and Lee Paez
Richland College, Dallas, TX

Maria Thibodeau and Truett Burke
Adult Education Center, Fort Worth, TX

Also contributing to this product was the project's invaluable assistant, Patricia Rosaaen. We are very grateful and appreciative to all these individuals for their generous contributions of time and expertise.

ESL STAFF DEVELOPMENT: ASSIST LEP STUDENTS TO ACCESS TRAINING FOR TOMORROW'S JOBS

SAMPLE AGENDA

DAY 1

10:00-10:15am	Introduction and Welcome
10:15-11:30am	Overview of Successful Vocational Training Programs for LEPs
11:30-12:30pm	Matching your Agency to a Model
12:30-1:45	Lunch
1:45-2:45	Career Interest Testing
2:45-3:00	Break
3:00-5:00	Language Testing

DAY 2

8:30-10:00am	Career Counseling Strategies for the LEP
10:00-10:15am	Break
10:15-11:45am	Career Counseling Strategies for the LEP (continued)
11:45-12:00pm	ESL Resource Center Materials at Richland College
12:00-12:30pm	Wrap-up Evaluation

NEEDS ASSESSMENT

	Your Present Level Of Knowledge					Would Like Training				
Program Development	limited		adequate		extensive	low		moderate		high
Models of Successful Programs	1	2	3	4	5	1	2	3	4	5
Staff Development Resources	1	2	3	4	5	1	2	3	4	5
Coordination among ESL/Vocational/Counseling	1	2	3	4	5	1	2	3	4	5
Student Instructional Resources:texts,CAI,video,etc.	1	2	3	4	5	1	2	3	4	5
Career/Vocational Counseling										
Career guidance strategies for LEP	1	2	3	4	5	1	2	3	4	5
LEP student placement	1	2	3	4	5	1	2	3	4	5
Personal counseling strategies for LEP	1	2	3	4	5	1	2	3	4	5
Student career/vocational guidance resources	1	2	3	4	5	1	2	3	4	5
Student Assessment										
Language assessment	1	2	3	4	5	1	2	3	4	5
Vocational aptitude/skills assessment	1	2	3	4	5	1	2	3	4	5
Career interest inventory	1	2	3	4	5	1	2	3	4	5

DAY 1 - WORKSHOP EVALUATION
MODULES 1,2 AND 3

Date:_____ **Place:**_____

Please rate the following aspects of workshop modules 1,2 and 3:

(A) Excellent, (B) Very Good, (C) Good, (D) Fair, (E) Poor

1) Organization/ Structure..... A B C D E

2) Interest.....A B C D E

3) Relevance.....A B C D E

4) Usefulness of training materials.....A B C D E

5) Overall quality.....A B C D E

6) Degree to which you increased your knowledge/skills regarding:

a) Successful models of Vocational Training Programs for LEPs.....A B C D E

b) a VESL approach appropriate for your agency.....A B C D E

c) Language assessment for LEPs.....A B C D E

d) Career interest inventories for LEPs..A B C D E

7) What did you find most helpful?

_____

_____

8) What did you find least helpful?

_____

_____

9) Is there something you would have liked covered in more detail?

_____

_____

10) What are your suggestions for improving future workshops?

_____

_____

11) Other Comments:

_____

_____

_____

DAY 2 - WORKSHOP EVALUATION
MODULE 4

Date:_____ **Place:**_____

Please rate the following aspects of workshop module 4:

(A) Excellent, (B) Very Good, (C) Good, (D) Fair, (E) Poor

1) Organization/ Structure..... A B C D E

2) Interest.....A B C D E

3) Relevance.....A B C D E

4) Usefulness of training materials.....A B C D E

5) Overall quality.....A B C D E

6) Degree to which you increased your knowledge/skills regarding:

a) Career guidance strategies for LEPs...A B C D E

b) Sources of Instructional/staff development resources.....A B C D E

7) What did you find most helpful?

_____

_____

8) What did you find least helpful?

_____

_____

9) Is there something you would have liked covered in more detail?

_____

_____

10) What are your suggestions for improving future workshops?

_____

_____

11) What recommendations do you have for continuing these kinds of activities in the future?

_____

_____

12) Other Comments:

_____

_____

_____

MODULE 1
OVERVIEW OF SUCCESSFUL
VOCATIONAL TRAINING PROGRAMS FOR LEPS

Name of Activity: Selecting a VESL Approach

Objectives: Participants will be able to...

1) Provide information about their agency relevant to the need for implementing Vocational Training for LEP students.
2) Identify characteristics of 4 recognized approaches to Vocational Training for LEP students.
3) Select an approach(es) appropriate to their own agency's strengths.
4) Develop an implementation plan.

Time:	**Group Size:**	**Physical Setting:**	**Equipment:**
135 min	20-25	5 small tables	VCR Overhead Proj.

Materials:
Participant Survey, T-1
Module 1 Agenda, T-2
Module 1 Objectives, T-3
Pre-Test, Module 1, H-1
Pre-Test, Module 1, Answer Key, TR-1
"VESL Approaches - Overview" video cassette
Focus Questions for the Video Viewing, H-2, T-4
Questions for Video Viewing - Answer Key, TR-2
Identifying Your Agency's Characteristics, H-3
Matching Your Agency with an Approach, H-4
ERTA-LEP Commonalities of VESL Approaches, TR-3,4
VESL: Which Approach? An Assessment Instrument, H-5,6
Post Test - Module 1, H-7

Procedures/ Suggested Activities:
- Identify general needs of audience by asking participants to raise their hands if the answer to question is "yes". (T-1)

- Present agenda (T-2) on overhead. Present objectives (T-3) on overhead.

- Distribute Pre-test Module 1 (H-1). Allow time for participants to complete. Collect Pre-Test.

- Distribute "Focus Questions for the Video Viewing" (H-2) and show it on overhead (T-4). Give participants time to read instructions and clarify questions.

- Show section of video on first approach. (ESL Program). Elicit answers. Write answers on newsprint/blackboard. Repeat procedure for each of other 3 approaches (vocational program, work experience, workplace).

- Distribute "Identifying your Agency's Characteristics" (H-3), divide participants into small groups by role or by type of agency and have them complete worksheet.

- List 4 approaches on board/overhead/or newsprint; identify key components.

-Distribute worksheet "Matching Your Agency with an Approach" (H-4)

- Have participants identify the VESL approach whose characteristics are most similar to those of their own agency.

- Have participants select an appropriate approach for their agency.

- Have participants work on developing a plan to implement a VESL approach by using "Commonalities of VESL Approaches" (TR-3,4) as resources for filling out "VESL: Which Approach? An Assessment Instrument" (H-5,6).

- Distribute Post-test Module 1 (H-7). Allow time for participants to complete it. Collect Post-Test.

(Adapted from CBAE Staff Development Project; San Francisco State University Foundation, Inc.; VESL Approaches; 1990)

VESL APPROACHES: AN OVERVIEW

PARTICIPANT SURVEY

Identify general needs of audience by asking participants to raise their hands if the answer to the question is "yes".

a) Level of responsibility
   1) Are you an instructor?
   2) Are you a counselor?
   3) Are you a coordinator or administrator?

b) Experience in VESL
   1) Do you work in a VESL program now?
   2) Have you ever worked in a VESL program?

c) Type of agency
   1) Do you work for an LEA (local education agency)?
   2) Do you work for a CBO (community-based organization)?
   3) Do you work for a company?

d) Reason for coming
   1) Are you here so you can train others later?
   2) Are you here to inform yourself?
   3) Are you here so you can start a new program?
   4) Are you here so you can improve a program that is already operating?

e) Geographical area
   1) Are you from an urban area?
   2) Are you from a rural area?

(Adapted from: CBAE Staff Development Project, San Francisco State University Foundation Inc., VESL Approaches, 1990)

MODULE 1 - AGENDA

I. Opening Activities

II. Pre-test

III. Video Presentation:
- VESL Approaches - An Overview

IV. Choosing an approach
- Identify your agency's characteristics
- Match your agency with an approach

V. Post-test

(Adapted from: CBAE Staff Development Project, San Francisco State University Foundation Inc., VESL Approaches, 1990)

MODULE 1 - OBJECTIVES

Participants will:

1) Provide information about their agency relevant to the need for implementing VESL.

2) Identify characteristics of the four recognized approaches to VESL.

3) Select an approach(es) appropriate to their own agency's strengths.

4) Develop an implementation strategy.

(Adapted from: CBAE Staff Development Project, San Francisco State University Foundation Inc., VESL Approaches, 1990)

VESL APPROACHES - OVERVIEW

MODULE 1 PRE-TEST

1) Every ESL student needs VESL instruction.	T	F
2) VESL classes must include occupation-specific information.	T	F
3) The goal of VESL instruction is to teach language skills.	T	F
4) In order to offer VESL instruction, an agency must have vocational training programs	T	F
5) VESL programs should have either formal or informal linkages with industry	T	F

(Adapted from: CBAE Staff Development Project, San Francisco State University Foundation Inc., VESL Approaches, 1990)

VESL APPROACHES - OVERVIEW

MODULE 1 PRE-TEST - Answer key

1) Every ESL student needs VESL instruction.	False
2) VESL classes must include occupation-specific information.	False
3) The goal of VESL instruction is to teach language skills.	False
4) In order to offer VESL instruction, an agency must have vocational training programs	False
5) VESL programs should have either formal or informal linkages with industry	True

(Adapted from: CBAE Staff Development Project, San Francisco State University Foundation Inc., VESL Approaches, 1990)

VESL APPROACHES: AN OVERVIEW

Focus Questions for the Video Viewing: The video presents an overview to four different approaches to VESL. Answers to the following questions for each approach highlight the differences between the approaches.

1. What is the setting for each approach?

2. What is the intake process?

3. How many and what kind of classes (in what skill areas) does the student take?

4. What techniques do you see the language instructor use?

5. What is the competency for the language instructor's lesson?

6. What personnel other than the language instructor are involved? What is/are their function(s)?

7. What does the student in each approach say his goal is?

(From CBAE Staff Development Project; San Francisco State University Foundation, Inc.; VESL Approaches; 1990)

VESL APPROACHES: AN OVERVIEW

Focus Questions for the Video Viewing: The video presents an overview to four different approaches to VESL. Answers to the following questions for each approach highlight the differences between the approaches.

1. What is the setting for each approach?

2. What is the intake process?

3. How many and what kind of classes (in what skill areas) does the student take?

4. What techniques do you see the language instructor use?

5. What is the competency for the language instructor's lesson?

6. What personnel other than the language instructor are involved? What is/are their function(s)?

7. What does the student in each approach say his goal is?

(From CBAE Staff Development Project; San Francisco State University Foundation, Inc.; VESL Approaches; 1990)

Answer Key

VESL APPROACHES: AN OVERVIEW

Questions for Video Viewing Summary

QUESTION	ESL PROGRAM	VOCATIONAL TRAINING	WORK EXPERIENCE	WORK PLACE
1. Setting	ESL Program	Vocational Training Program	School and Work Place	Work Place
2. Intake	Counselor finds out educational background, work experience, and interests	Counselor finds out vocational goals, vocational experience, and language needs	Counselor interviews to determine motivation and readiness	Those interested sign up
3. Classes	One on general VESL	Two - VESL and vocational skill	One or two - skill class and ESL/VESL	One on communication
4. Instructional Techniques	drill, dialogue, and controlled writing	drill, total physical response, and pair practice	drill and role play	values clarification, problem solving, and grammar worksheet
5. Competency for Lesson	Complete an application form	Identify faulty welds; request supplies	Follow directions for using the typewriter	Identify solutions to employee who appears to have drug problems; identify locations at work site
6. Personnel/ Function	Counselor - place students	Voc. Instructor - provide skill trng Counselor - assess and place student Curriculum Writer - develop language support material for voc. training	Counselor - provide intake, develop job sites for work experience, and communicate between instructor and supervisor	Personnel Dept. (dir. or educ. admin.) - advertises program to employees
7. Student Goals	To get a job	To learn a skill and get a job that uses that skill	To get some experience	To be promotable

(From CBAE Staff Development Project; San Francisco State University Foundation, Inc.; VESL Approaches; 1990)

VESL APPROACHES: AN OVERVIEW

Identifying Your Agency's Characteristics

DIRECTIONS: If the item described is a characteristic of your agency, then place an "**X**" beside it in the column labeled "**My Agency.**"

CHARACTERISTIC	MY AGENCY
1. multi-level ESL only	
2. leveled ESL classes	
3. short-term vocational training programs	
4. ESL and vocational classes at the same site	
5. vocational programs include LEP (limited English proficient) students	
6. vocational programs aimed at LEP students only	
7. vocational guidance	
8. job placement	
9. classes offered in conjunction with other agencies or in facilities not owned or rented by agency	
10. linkages between educational agencies and employers	
11. industries with significant numbers of LEP employees	

(From CBAE Staff Development Project; San Francisco State University Foundation, Inc.; VESL Approaches; 1990)

VESL APPROACHES: AN OVERVIEW

Matching Your Agency with an Approach

Directions: Implementing a VESL approach is facilitated when an agency already has certain components in place. The chart below indicates which components should be in place for each approach. Compare your worksheet (identifying own agency's characteristics) with the chart below to determine which approach will be easiest for your agency to implement. After comparing, you should be able to answer the following questions:

1) Which approach will you implement?
2) Which components of that approach are already in place in your agency?
3) For that approach, are there other components you also need?

CHARACTERISTIC	APPROACH	VOCATIONAL TRNG APPROACH	WORK EXP APPROACH	WORKPLACE APPROACH
1. multi-level ESL only	X			
2. leveled ESL classes	X			
3. short-term vocational training programs		X		
4. ESL and vocational classes at the same site		X		
5. vocational programs include LEP students		X		
6. vocational programs aimed at LEP students only		X		
7. vocational guidance		X		
8. job placement			X	
9. classes offered in conjunction with other agencies or in facilities not owned or rented by agency			X	X
10. linkages between educational agencies and employers			X	X
11. industries with significant numbers of LEP employees				X

(From CBAE Staff Development Project; San Francisco State University Foundation, Inc.; VESL Approaches; 1990)

VESL APPROACHES: AN OVERVIEW
Commonalities of VESL Approaches

COMMONALITIES

All four approaches share some key concerns: finances, administrative support, staff development, a competency-based philosophy, support services, and cross-cultural training. These are dealt with here in a general sense. Where a concern is especially relevant to a particular approach, more detailed information can be found in that section.

FINANCING A SPECIAL PROGRAM

The first task in setting up any program is determining how to pay for it. A number of existing sources of funding - the Refugee Act and the Vocational Education Act among them - have been used to address the employment needs of LEP students. The Job Training Partnership Act, which replaces CETA, offers a potential funding source. The Horizon study provides a comprehensive list of these funding sources (see Rezabeck, Horizon, Appendix B).

Another strategy is to reallocate existing resources. For example, within the ESL classroom approach some classes could be designated as employment-related, while others could continue to offer general ESL. Thus, the same number of classes could be offered at the same cost but in a different configuration to allow for specialized employment-related language training.

SECURING ADMINISTRATIVE SUPPORT

None of the approaches can succeed without full administrative support. That support must be based on a thorough knowledge of the program's design and an awareness of problems that may arise during its operation. These approaches involve the coordination of such disparate groups as ESL and vocational teachers or educators and industrial managers. Firm guidance is needed to keep the overall purpose of the program in focus. In the work experience and workplace approaches, special agreements with employers will require approval by the educational agency's governing board. Administrators must be totally supportive and able to convince the boards of the importance of VESL training.

PREPARING STAFF

As with any new program, the implementing staff should be well-versed in the goals and have the necessary skills to realize them. Some of the specific staff development needs when getting ready to deal with the LEP population include:

1) training vocational teachers to deal with LEP students and work with ESL teachers.
2) preparing ESL/VESL teachers to support vocational training and address employment needs.
3) preparing counselors to deal with student expectations and to work in cross-cultural situations.
4) readying ESL/VESL teachers and counselors to assist in job placement.
5) assisting administrators in dealing with the new issues that result from an employment-related program.

(From CBAE Staff Development Project; San Francisco State University Foundation, Inc.; VESL Approaches; 1990)

VESL APPROACHES : An Overview
Commonalities of VESL Approaches (cont.)

In addition to preparing the staff before a program is implemented, staff development should be ongoing in order to deal with needs as they arise.

DEVELOPING CURRICULUM

Resources for curriculum development can be used to identify existing materials, to adapt those materials, and to create new materials. A program should first examine existing resources to identify which, if any, are appropriate. Even if available curriculum is used, it is still likely that some effort will need to be put into adapting it. It may need to be adjusted to a lower language level, rearranged to support a specific vocational curriculum, or expanded to cover additional topics. If a totally new curriculum is called for, curriculum developers must do a needs analysis in the workplace and the training classroom, breaking down complex situations into distinct tasks. They then need to analyze the tasks in terms of specific language and cultural competencies to be taught.

MAKING THE PROGRAM COMPETENCY-BASED

As in any competency-based program, assessment is the key. In employment-related training programs, the students, the community, and the target population must all be assessed. Assessment of students will determine whether they should be placed in a general vocational or a vocation-specific curriculum. Assessment of the community will determine which occupational areas will need additional employees. Assessment of the target situation will determine specific competencies to be mastered (e.g. taking an order over the telephone, reading a work order for car repair).

Competencies must be carefully specified and agreed upon in advance, and the program must include pre- and post-testing of students. Performance-oriented evaluation techniques determine whether students have mastered given competencies. The California Adult Student Assessment System (CASAS) and the Competency-Based Adult Education (CBAE) Staff Development Project are important resources in competency-based education.

PROVIDING SUPPORT SERVICES

All of the settings except the worksite require extensive support services: assessment, counseling, and job placement.

1) Assessing Students' Goals and Abilities: The first step of any assessment process is to determine the students' purposes in studying English. If they have general or academic purposes in mind, employment-related programs will not be suitable. If they are studying to get a job or to advance, they must determine whether they simply need additional language training or they also need to acquire an occupational skill.

(From CBAE Staff Development Project; San Francisco State University Foundation, Inc.; VESL Approaches; 1990)

VESL APPROACHES : An Overview
Commonalities of VESL Approaches (cont.)

The second step in assessment is to measure language proficiency for the placement of students in programs and in levels within programs. The measurement should include oral communication skills which are seldom measured by means of traditional paper and pencil tests. A third area important to consider is student interests and abilities. Although a formal assessment of students' mechanical aptitudes by a work evaluation unit is usually impossible, students should at least evaluate their own interests and skills in a self-assessment exercise.

2) Counseling: Counseling support is crucial in helping students use the information generated during assessment to make sound decisions about their course of action. In addition to directing students into the right programs, counseling services also provide ongoing assistance to students during the programs, helping them solve problems that might affect their ability to complete training. Counseling students from other countries involves cultural as well as language differences. Some training in cross-cultural counseling is desirable. If at all possible, bilingual counselors or counselor aides should be available.

3) Job Placement: In all of the settings except the workplace, where learners are already employed, the payoff is employment. Upon completion of the program, the participants look for jobs. Some specially funded programs have their own job placement personnel, who will facilitate the LEP students' efforts to find jobs by identifying appropriate openings and preparing the students to apply for them. Programs that lack their own job development personnel may be able to refer students to other placement resources, such as the Employment Development Department or refugee job placement services. Vocational instructors may also be able to assist students.

INCLUDING CROSS-CULTURAL TRAINING

Although language and culture are virtually inseparable, it is important to recognize the significance of cultural attributes. Some non-native speakers of English have a good command of the language but little ability to communicate. Communication difficulties that the native English speaker may attribute to unsuitable gestures, inappropriate questions or a seemingly curt reply to a question can more often than not be traced to cultural differences. A comprehensive employment-related training program should teach cross-cultural skills that are pertinent to the workplace. For example, the LEP adults need to know employer expectations, such as calling in sick, being at work on time, and responding appropriately to a supervisor's criticism. The content should cover general U.S. culture, particularly work culture, as well as the specific occupational culture.

(From CBAE Staff Development Project; San Francisco State University Foundation, Inc.; VESL Approaches; 1990)

VESL APPROACHES: AN OVERVIEW

VESL: Which Approach? An Assessment Instrument

The intent of this instrument is to focus on information which will assist education agencies in determining which approach(es) to VESL are most suitable in their situation.

Directions: Complete form by supplying information about your community and agency.

THE EDUCATIONAL AGENCY

1. What is the minimum class size required by your agency? _____

2. How many centers or sites does your agency have? TOTAL _____

   Of these, how many offer
   ESL _____
   Vocational Training _____
   both ESL and Vocational Training _____

3. What kinds of guidance services does your agency offer?

educational	[ ]	vocational	[ ]
personal	[ ]	job placement	[ ]

4. Are classes offered in locations other than your own agency locations?

   yes [ ] no [ ]

   If so, where?
   in the community [ ]
   in business [ ]
   Other _____ [ ]

THE ESL PROGRAM

1. How many LEP (limited English proficient) students are enrolled in your agency? _____

2. What number of students studying ESL have vocationally oriented goals?
   in the morning classes _____
   in the afternoon classes _____
   in the evening classes _____

3. How many classes for each level are there? _____

4. How many classes per level at one time in one site are there? _____

(From CBAE Staff Development Project; San Francisco State University Foundation, Inc.; VESL Approaches; 1990)

VESL APPROACHES: AN OVERVIEW

VESL: Which Approach? An Assessment Instrument

THE VOCATIONAL TRAINING PROGRAM

Complete the grid. In column 1, list the vocational training programs offered by your agency. In column 2, state the prerequisites, if any. In column 3, state the time required to complete training. In column 4, identify the financial support to students enrolled (if any). In column 5, indicate whether the program serves LEPs.

VOCATIONAL TRAINING	prerequisites	length of training	financial support	# of LEPs

THE LOCAL COMMUNITY

Complete the grid. In column 1, list the major industries and occupations in the area. In column 2, identify which employ a significant number of non-native English speakers. In column 3, identify which appear to have the potential for hiring more non-native English speakers (because of growth or attitude).

INDUSTRY/OCCUPATION	Sign. #s of LEPs?		Potential for hiring more LEPs	
	YES	NO	YES	NO

(From CBAE Staff Development Project; San Francisco State University Foundation, Inc.; VESL Approaches; 1990)

VESL APPROACHES - OVERVIEW

MODULE 1 POST-TEST

1) Every ESL student needs VESL instruction.	T	F
2) VESL classes must include occupation-specific information.	T	F
3) The goal of VESL instruction is to teach language skills.	T	F
4) In order to offer VESL instruction, an agency must have vocational training programs	T	F
5) VESL programs should have either formal or informal linkages with industry	T	F

(Adapted from: CBAE Staff Development Project, San Francisco State University Foundation Inc., VESL Approaches, 1990)

MODULE 2
LEP ASSESSMENT

Name of Activity: Career Interest Testing

Objectives: Participants will be able to...

1) Identify purpose for assessing LEP career interests.
2) Evaluate which types of career interest inventories are appropriate for target population at individual programs.

Time:	**Group Size:**	**Physical Setting:**	**Equipment:**
60 min	20-25	5 small tables	VCR Overhead Proj.

Materials:
Module 2 - Agenda, T-1
Module 2 - Objectives, T-2
Pre-Test, Module 2, H-1
Pre-Test, Module 2, Answer key, TR-1
Reasons for Testing, T-3
Reasons for Testing - Summary, TR-2
Testing Resource, H-2
Sources of Career Assessment Instruments, H-3
Pictorial Inventory of Careers (PIC) Video Cassette
PIC Abstract, H-4
PIC, Sample Answer Sheets, H-5,6
Post-Test, Module 2, H-7

Procedure/Suggested Activities:
- Present agenda (T-1) on overhead. Present objectives (T-2) on overhead.

- Distribute Pre-Test Module 2 (H-1). Allow time for participants to complete. Collect Pre-Test.

- Brainstorm with participants the reasons for assessing LEP career interests. Present "Reasons for Testing" (T-3) on overhead.

- Ask participants to name the types of measures they currently use to guide students toward appropriate vocational programs. Also discuss who administers the assessment if any formal tests are used. Have participants refer to "Testing Resources" (H-2) and "Sources of Career Assessment Instruments" to jog their memories (H-3).

- Briefly introduce the career assessment inventory "Pictorial Inventory of Careers" to participants and show introductory part of video. Provide participants with abstract of test and sample answer sheets from "Pictorial Inventory of Careers". (H-4,5,6)

- Summarize by stressing the appropriateness of this type of tool (PIC) for programs serving multilingual populations. Mention other possible career inventories (H-2,3).

- Distribute Post-Test Module 2 (H-7). Allow time for participants to complete it. Collect Post-Test.

MODULE 2 - AGENDA

I. Opening Activities

II. Pre-Test

III. Group Brainstorming -
- Reasons for Career Interest Testing

IV. Video Presentation:
- Pictorial Inventory of Careers

V. Post-Test

MODULE 2 - OBJECTIVES

Participants will:

1) **Identify purpose for assessing LEP career interests.**

2) **Evaluate which types of career interest inventories are appropriate for LEPs at their agency.**

CAREER INTEREST TESTING

MODULE 2 - PRE-TEST

1) The only assessment needed is assessment of student needs. T F

2) Career interest testing helps to identify barriers which might impede the successful completion of a vocational education program. T F

3) Career interest testing should only be offered to LEP students once they have reached an advanced level of English proficiency. T F

4) In order to offer career interest testing to LEP students an agency must have a counseling service as part of their program. T F

5) Effective career interest tests for LEPs are multi-sensory and visual. T F

CAREER INTEREST TESTING

MODULE 2 - PRE-TEST - answer key

1) The only assessment needed is assessment of student needs.	False
2) Career interest testing helps to identify barriers which might impede the successful completion of a vocational education program.	True
3) Career interest testing should only be offered to LEP students once they have reached an advanced level of English proficiency.	False
4) In order to offer career interest testing to LEP students an agency must have a counseling service as part of their program.	False
5) Effective career interest tests for LEPs are multi-sensory and visual.	True

REASONS FOR CAREER INTEREST TESTING

- Is valuable for program planning/accountability
- Measures student occupational interests
- Identifies barriers to success
- Provides counselor with useful career guidance information

REASONS FOR TESTING - Summary

Assessment is a valuable tool for program planning and accountability. It should not be used for purposes of exclusion, but as a measure of student needs and preparation for job performance.

WHY?
Assessment provides useful information for proper placement and design of support services. It is also a measure of achievement. Assessment of each LEP student's interests, general abilities, and special needs is mandated by federal vocational legislation.

WHAT?
Vocational Assessment generally examines:
- occupational interests, aptitudes, experience
- educational achievement

Comprehensive assessment also identifies barriers which might impede the successful completion of the vocational education program or transition to employment.

HOW?
To avoid the pitfall of testing the LEP person's English language ability instead of his/her basic skills, interests and aptitudes, use instruments or techniques that are:
1) translated,
2) Adapted to second language learners, or
3) Multisensory and visual with limited reliance on written English.

(Adapted from Succeeding with the LEP in Vocational Education, Jeanne Lopez-Valadez, 1991)

TESTING RESOURCE

AREAS	STRATEGIES	SAMPLE INSTRUMENTS
Occupational Interest	- translated inventories	-Kuder Occupational Interest Survey (Spa/Viet) - Self Directed Search Form E (SDS) (Spa)
	- visual instruments	-Wide Range Interest and Opinion Test (WRIOT) -Pictorial Inventory of Careers (PIC) - Skills Card Sort
	- Structured interview	-CASAS Interest/Aptitude
Occupational Aptitudes	- Work samples	-Valpar Component Work Sample System (Spa) -Choice Work Samples (Spa/Viet) -Vocational Interest Temperament Aptitude System (VITAS)
	- Tests	- Apticom (Eng/Spa) - World of Work Inventory (Spa) - Career Ability Placement Survey (CAPS) (Spa)
Achievement and Basic Skills	- Tests not normed on LEPs	- Test of Adult Basic Education Form 5 & 6 (TABE) - Adult Basic Language Exam (ABLE)

(Adapted from Succeeding with the LEP in Vocational Education, Jeanne Lopez-Valadez, 1991)

SOURCES OF CAREER ASSESSMENT INSTRUMENTS

APTICOM
Vocational Research Institute
2100 Arch St., 6th Floor
Philadelphia, PA 19103
(800) 874-5387

Assessment of Basic Vocation-Related Skills
Community College and Occupational Education System

Career Ability Placement Survey (CAPS) - Spanish/English
Edits
P.O. Box 7234
San Diego, CA 92107

CASAS Interest/Aptitude Test
CASAS
2725 Congress St., El-M
San Diego, CA 92110
(619) 298-4681

Choice Work Sample
Career Research Corporation
65 W. Gordon Avenue
Salt Lake City, UT 84107
(800) 984-7000

Kuder Occupational Interest Survey
Science Research Associates, Inc.
155 N. Wacker Drive
Chicago, IL 60606
(312) 984-7000

Pictorial Inventory of Careers
Talent Assessment, Inc.
P.O. Box 5987
Jacksonville, FL 33247-5087

Skills Card Sort - interest inventory
Career Research and Testing
1190 So., Bascom Ave., Suite 214
San Jose, CA 95128

Self Directed Search (SDS) Form E
Available in Spanish/English
The Psychological Corporation
Order Service Center
P.O. Box 839954
San Antonio, TX 78283-3954

VALPAR Component Work Sample System
Valpar International, Inc.
P.O. Box 5767
Tucson, AZ 85703
(800) 528-7070

Vocational Interest Temperament Aptitude System (VITAS)
Vocational Research Institute
1528 Walnut St., Suite 1502
Philadelpia, PA 19103

Wide Range Interest and Opinion Test (WRIOT)
Jastuk Associates, Inc.
1526 Gilpin Avenue
Wilmington, DE 19806
(302) 652-4990

World of Work Inventory
Riverside Publishing Company
8420 W. Bryn Mawr Ave.
Chicago, IL 60631
(312) 639-0040

Pictorial Inventory of Careers (PIC)

Form N/A

Type of Instrument
Interest Inventory

Publisher
Talent Assessment, Inc.
© 1984-1985
(800) 634-1472

Specific Target Population
ESL
Adult Basic Education
Non-reading
Special Education
High Risk, Out-of-School Youth

Time to Administer
20 minutes

Administration
Either Individual or Group

Scoring Options
Hand
Computer: in-house

Instrument Formats
Paper/Pencil
Video (VHS, BETA, or 3/4")
Filmstrip

Computer System
Apple
IBM PC and compatible

Description

Consists of 119 scenes of actual work settings in 17 career cluster areas using 35 mm filmstrips or video. Special adaptation for the physically handicapped. Film is accompanied by a cassette.

Interpretation of Results

Computer printout includes biographical data, list of priority interest areas, profile of all interest areas, stated interest areas, description of preference clusters, suggested exploration areas and jobs, suggested vocational programs to be considered. Linked to DOT and GOE.

Cost Two audio visual programs (regular and basic low level), 100 response forms, one carrying case. Filmstrip cassette $495.00, Video cassette (VHS, BETA, or 3/4") $695.00

Comments

3 point response choice scoring sheet also available.
Now directly keyed to the T.A.P. system.

(p1) N ? Y
(p2) N ? Y
(p3) N ? Y
(p4) N ? Y
(p5) N ? Y

PIC ANSWER SHEET

NAME _____ DATE _____

PIC RESULTS/PROFILE SHEET

REMEMBER = N = Don't Like ? = Don't Know Y = Like

																					SCORE	PREFERENCE	CAREER CLUSTER
(1)	N ? Y	(18)	N ? Y	(35)	N ? Y	(52)	N ? Y	(69)	N ? Y	(86)	N ? Y	(103)	N ? Y	1.		1 Agriculture/Environmental
(2)	N ? Y	(19)	N ? Y	(36)	N ? Y	(53)	N ? Y	(70)	N ? Y	(87)	N ? Y	(104)	N ? Y	2.		2 Business-Data Processing
(3)	N ? Y	(20)	N ? Y	(37)	N ? Y	(54)	N ? Y	(71)	N ? Y	(88)	N ? Y	(105)	N ? Y	3.		3. Business-Retailing/Sales
(4)	N ? Y	(21)	N ? Y	(38)	N ? Y	(55)	N ? Y	(72)	N ? Y	(89)	N ? Y	(106)	N ? Y	4.		4. Business-Secretarial
(5)	N ? Y	(22)	N ? Y	(39)	N ? Y	(56)	N ? Y	(73)	N ? Y	(90)	N ? Y	(107)	N ? Y	5.		5. Communications-Art/Graphics
(6)	N ? Y	(23)	N ? Y	(40)	N ? Y	(57)	N ? Y	(74)	N ? Y	(91)	N ? Y	(108)	N ? Y	6.		6. Criminal Justice
(7)	N ? Y	(24)	N ? Y	(41)	N ? Y	(58)	N ? Y	(75)	N ? Y	(92)	N ? Y	(109)	N ? Y	7.		7. Electrical/Electronics
(8)	N ? Y	(25)	N ? Y	(42)	N ? Y	(59)	N ? Y	(76)	N ? Y	(93)	N ? Y	(110)	N ? Y	8.		8. Engineering Technology
(9)	N ? Y	(26)	N ? Y	(43)	N ? Y	(60)	N ? Y	(77)	N ? Y	(94)	N ? Y	(111)	N ? Y	9.		9. Food Services
(10)	N ? Y	(27)	N ? Y	(44)	N ? Y	(61)	N ? Y	(78)	N ? Y	(95)	N ? Y	(112)	N ? Y	10.		10. Health Services
(11)	N ? Y	(28)	N ? Y	(45)	N ? Y	(62)	N ? Y	(79)	N ? Y	(96)	N ? Y	(113)	N ? Y	11.		11. Science & Laboratory
(12)	N ? Y	(29)	N ? Y	(46)	N ? Y	(63)	N ? Y	(80)	N ? Y	(97)	N ? Y	(114)	N ? Y	12.		12. Service-Barbering/Cosmetology
(13)	N ? Y	(30)	N ? Y	(47)	N ? Y	(64)	N ? Y	(81)	N ? Y	(98)	N ? Y	(115)	N ? Y	13.		13. Service-Fire Science
(14)	N ? Y	(31)	N ? Y	(48)	N ? Y	(65)	N ? Y	(82)	N ? Y	(99)	N ? Y	(116)	N ? Y	14.		14. Service-Personal
(15)	N ? Y	(32)	N ? Y	(49)	N ? Y	(66)	N ? Y	(83)	N ? Y	(100)	N ? Y	(117)	N ? Y	15.		15. Trade & Industry-Construction
(16)	N ? Y	(33)	N ? Y	(50)	N ? Y	(67)	N ? Y	(84)	N ? Y	(101)	N ? Y	(118)	N ? Y	16.		16. Trade & Industry-Mechanical
(17)	N ? Y	(34)	N ? Y	(51)	N ? Y	(68)	N ? Y	(85)	N ? Y	(102)	N ? Y	(119)	N ? Y	17.		17. Trade & Industry-Metal Trades

BEST COPY AVAILABLE

(p1) 1 2 3 4 5
(p2) 1 2 3 4 5
(p3) 1 2 3 4 5
(p4) 1 2 3 4 5
(p5) 1 2 3 4 5

NAME _____ DATE _____

PIC ANSWER SHEET

	D	N	L		D	N	L		D	N	L		D	N	L		D	N	L		D	N	L
(1)	1	2	3	(18)	1	2	3	(35)	1	2	3	(52)	1	2	3	(69)	1	2	3	(86)	1	2	3	(103)	1	2	3
(2)	1	2	3	(19)	1	2	3	(36)	1	2	3	(53)	1	2	3	(70)	1	2	3	(87)	1	2	3	(104)	1	2	3
(3)	1	2	3	(20)	1	2	3	(37)	1	2	3	(54)	1	2	3	(71)	1	2	3	(88)	1	2	3	(105)	1	2	3
(4)	1	2	3	(21)	1	2	3	(38)	1	2	3	(55)	1	2	3	(72)	1	2	3	(89)	1	2	3	(106)	1	2	3
(5)	1	2	3	(22)	1	2	3	(39)	1	2	3	(56)	1	2	3	(73)	1	2	3	(90)	1	2	3	(107)	1	2	3
(6)	1	2	3	(23)	1	2	3	(40)	1	2	3	(57)	1	2	3	(74)	1	2	3	(91)	1	2	3	(108)	1	2	3
(7)	1	2	3	(24)	1	2	3	(41)	1	2	3	(58)	1	2	3	(75)	1	2	3	(92)	1	2	3	(109)	1	2	3
(8)	1	2	3	(25)	1	2	3	(42)	1	2	3	(59)	1	2	3	(76)	1	2	3	(93)	1	2	3	(110)	1	2	3
(9)	1	2	3	(26)	1	2	3	(43)	1	2	3	(60)	1	2	3	(77)	1	2	3	(94)	1	2	3	(111)	1	2	3
(10)	1	2	3	(27)	1	2	3	(44)	1	2	3	(61)	1	2	3	(78)	1	2	3	(95)	1	2	3	(112)	1	2	3
(11)	1	2	3	(28)	1	2	3	(45)	1	2	3	(62)	1	2	3	(79)	1	2	3	(96)	1	2	3	(113)	1	2	3
(12)	1	2	3	(29)	1	2	3	(46)	1	2	3	(63)	1	2	3	(80)	1	2	3	(97)	1	2	3	(114)	1	2	3
(13)	1	2	3	(30)	1	2	3	(47)	1	2	3	(64)	1	2	3	(81)	1	2	3	(98)	1	2	3	(115)	1	2	3
(14)	1	2	3	(31)	1	2	3	(48)	1	2	3	(65)	1	2	3	(82)	1	2	3	(99)	1	2	3	(116)	1	2	3
(15)	1	2	3	(32)	1	2	3	(49)	1	2	3	(66)	1	2	3	(83)	1	2	3	(100)	1	2	3	(117)	1	2	3
(16)	1	2	3	(33)	1	2	3	(50)	1	2	3	(67)	1	2	3	(84)	1	2	3	(101)	1	2	3	(118)	1	2	3
(17)	1	2	3	(34)	1	2	3	(51)	1	2	3	(68)	1	2	3	(85)	1	2	3	(102)	1	2	3	(119)	1	2	3

(A)	1 2 3 4 5	(E)	1 2 3 4 5	(I)	1 2 3 4 5	
(B)	1 2 3 4 5	(F)	1 2 3 4 5	(J)	1 2 3 4 5	
(C)	1 2 3 4 5	(G)	1 2 3 4 5	(K)	1 2 3 4 5	
(D)	1 2 3 4 5	(H)	1 2 3 4 5			

SCORING KEY:
1 = STRONGLY DISLIKE
2 = SLIGHTLY DISLIKE
3 = NEUTRAL
4 = SLIGHTLY LIKE
5 = STRONGLY LIKE

PIC RESULTS/PROFILE SHEET

TOTAL	PREFERENCE	PERCENTILE %	CAREER CLUSTER	X's
			1 Agriculture/Environmental (B,D,E,G,I)	
			2 Business-Data Processing (B,E,F,K)	
			3 Business-Retailing/Sales (B,E,F,H,J)	
			4 Business-Secretarial (B,E,F)	
			5 Communications-Art/Graphics (A,D,K)	
			6 Criminal Justice (G,H,I)	
			7 Electrical/Electronics (D,E,I,K)	
			8 Engineering Technology (D,E,I,K)	
			9 Food Services (A,I)	
			10 Health Services (C,E,H,I,K)	
			11 Science & Laboratory (E,K)	
			12. Service-Barbering/Cosmetology (A,H,J)	
			13. Service-Fire Science (G,I)	
			14 Service-Personal (H)	
			15 Trade & Industry-Construction (D,G,I)	
			16. Trade & Industry-Mechanical (D,I,K)	
			17 Trade & Industry-Metal Trades (D,I,K)	

(A)_____Artistic/Creative (E)_____Numerical (I)_____Physical/Manual
(B)_____Business (F)_____Office/Clerical (J)_____Sales
(C)_____Health Services (G)_____Outdoor (K)_____Technical
(D)_____Mechanical (H)_____Personal Services

CAREER INTEREST TESTING

MODULE 2 - POST-TEST

1) The only assessment needed is assessment of student needs.	T	F
2) Career interest testing helps to identify barriers which might impede the successful completion of a vocational education program.	T	F
3) Career interest testing should only be offered to LEP students once they have reached an advanced level of English proficiency.	T	F
4) In order to offer career interest testing to LEP students an agency must have a counseling service as part of their program.	T	F
5) Effective career interest tests for LEPs are multi-sensory and visual.	T	F

MODULE 3
LEP ASSESSMENT

Name of Activity: Language Testing

Objectives: Participants will be able to...

1) Identify language skills which can be assessed.
2) Identify the language skills measured by particular tests.
3) Evaluate the appropriateness of different language tests for individual programs.
4) Recognize the importance of an oral interview component in determining a student's English language proficiency.

Time:	**Group Size:**	**Physical Setting:**	**Equipment:**
120 min.	20-25	5 small tables	Newsprint Overhead Proj.

Materials:
Module 3 - Agenda, T-1
Module 3 - Objectives, T-2
Pre-Test, Module 3,H-1
Pre-Test, Module 3, Answer key, TR-1
Reasons for testing, T-3
Language Skills, T-4
Language Skills worksheet, H-2, T-5
Language Skills answer key, H-3, T-6
BEST
BVOPT
ESLOA
CASAS
CELSA
Testing Resource, TR-2, TR-3
Language Proficiency Description, TR-4
Alternative Assessments for Measuring English Prof., TR-5,6,7,8
Post-Test, Module 3, H-4

Procedure/Suggested Activities:
- Present agenda (T-1) on overhead. Present objectives (T-2) on overhead.

-Distribute Pre-Test Module 3 (H-1). Allow time for participants to complete. Collect Pre-Test.

- Introduce participants to the reasons for language testing (T-3).

- Ask participants to identify the language needs of their students both when they enter and when they exit vocational programs.

- Ask participants to brainstorm the language skills which can be measured. Note responses and summarize (T-4).

- Briefly explain the tests shown on (H-2). Use transparency of same worksheet. (T-5).

- Have copies of tests available (BEST, BVOPT, NYS test, ESLOA, CASAS, CELSA). Divide participants into small groups of 3-5 people and have each group review one test to identify what it measures.

- Then have participants fill out the worksheet (H-2) for their test.

- Ask one member of each group to report results.

- Review answers after each test so participants can finish filling out their worksheet.

- Distribute (H-3) so that participants can compare their findings with the answer key. Show the answer key on the overhead (T-6).

- Summarize by stressing that test appropriateness can only be determined by needs of students in local programs. Mention that alternative assessment procedures should be used to supplement information provided by standardized English language proficiency tests. (see TR-5,6,7,8)

- Pass out Post-Test Module 3 (H-4). Allow time for participants to complete it. Collect Post-Test.

(Adapted from Building Competencies to Serve LEP Vocational Students, Jeanne Lopez-Valadez, 1990)

MODULE 3 - AGENDA

I. Opening Activities

II. Pre-Test

III. Group Discussion -
- Reasons for Testing
- Areas of Language Testing

IV. Small Group Activity -
- Review language tests

V. Post-Test

VI. Wrap-up and Evaluation

MODULE 3 - OBJECTIVES

Participants will:

1) Identify language skills which can be assessed.

2) Identify the language skills measured by particular tests.

3) Evaluate the appropriateness of different language tests for individual programs.

4) Recognize the importance of an oral interview component in determining a student's English language proficiency.

LANGUAGE TESTING

MODULE 3 - PRE-TEST

1) Language testing is an effective way of screening out LEP students who do not have the language proficiency to be able to benefit from vocational training. T F

2) The primary goal of language testing is to measure the LEP student's English reading and writing proficiency. T F

3) A formal or informal oral interview is a key component of determining the LEP student's English language proficiency. T F

4) It is important to select a standardized assessment to evaluate LEP students' English language skills. T F

LANGUAGE TESTING

MODULE 3 - PRE-TEST - Answer key

1) Language testing is an effective way of screening out LEP students who do not have the language proficiency to be able to benefit from vocational training.	False
2) The primary goal of language testing is to measure the LEP student's English reading and writing proficiency.	False
3) A formal or informal oral interview is a key component of determining the LEP student's English language proficiency.	True
4) It is important to select a standardized assessment to evaluate LEP students' English language skills.	True

REASONS FOR TESTING

- Student Selection/ Placement
- Determination of Instructional Goals and Needed Support Services
- Documentation of Achievement

(From Building Competencies to Serve LEP Vocational Students, Jeanne Lopez-Valadez, 1990)

LANGUAGE SKILLS

- Listening Comprehension
- Speaking
- Reading
- Writing
- Vocabulary
- Grammatical Accuracy
- Fluency
- Pronunciation

(From Building Competencies to Serve LEP Vocational Students, Jeanne Lopez-Valadez, 1990)

LANGUAGE SKILLS WORKSHEET

YOU WILL SEE SAMPLES OF SOME ENGLISH TESTS.
INDICATE THE SKILLS WHICH THE TESTS MEASURE.

TESTS	Listening Comprehension	Speaking		Reading		Writing		Vocabulary	Grammatical Accuracy			Fluency	Pronunciation
		Interview	Picture	Sentence	Document	Dictation	Writing Sample		Oral	Multiple Choice	Writing Sample		
BEST													
BVOPT													
ESLOA													
CASAS -ESL													
CELSA													

(Adapted from Building Competencies to Serve LEP Vocational Students, Jeanne Lopez-Valadez, 1990)

LANGUAGE SKILLS WORKSHEET

YOU WILL SEE SAMPLES OF SOME ENGLISH TESTS.
INDICATE THE SKILLS WHICH THE TESTS MEASURE.

TESTS	Listening Comprehension	Speaking		Reading		Writing		Vocabulary	Grammatical Accuracy			Fluency	Pronunciation
		Interview	Picture	Sentence	Document	Dictation	Writing Sample		Oral	Multiple Choice	Writing Sample		
BEST													
BVOPT													
ESLOA													
CASAS -ESL													
CELSA													

(Adapted from Building Competencies to Serve LEP Vocational Students, Jeanne Lopez-Valadez, 1990)

LANGUAGE SKILLS WORKSHEET - ANSWER KEY

THESE TESTS WERE SELECTED BECAUSE THEY CAN BE ADMINISTERED WITH MINIMAL TRAINING, ARE WIDELY USED AND ARE COMMERCIALLY AVAILABLE.

TESTS	Listening Comprehension	Speaking		Reading		Writing		Vocabulary	Grammatical Accuracy			Fluency	Pronunciation
		Interview	Picture	Sentence	Document	Dictation	Writing Sample		Oral	Multiple Choice	Writing Sample		
BEST	x	x	x	x	x		x		x		x	x	x
BVOPT	x (tape)	x	x						x			x	x
ESLOA	x	x	x					x	x			x	x
CASAS -ESL	x (tape)	x			x	x			x			x	x
CELSA				x						x			

(Adapted from Building Competencies to Serve LEP Vocational Students, Jeanne Lopez-Valadez, 1990)

LANGUAGE SKILLS WORKSHEET - ANSWER KEY

THESE TESTS WERE SELECTED BECAUSE THEY CAN BE ADMINISTERED WITH MINIMAL TRAINING, ARE WIDELY USED AND ARE COMMERCIALLY AVAILABLE.

TESTS	Listening Comprehension	Speaking		Reading		Writing		Vocabulary	Grammatical Accuracy			Fluency	Pronunciation
		Interview	Picture	Sentence	Document	Dictation	Writing Sample		Oral	Multiple Choice	Writing Sample		
BEST	x	x	x	x	x		x		x		x	x	x
BVOPT	x (tape)	x	x						x			x	x
ESLOA	x	x	x					x	x			x	x
CASAS -ESL	x (tape)	x			x	x			x			x	x
CELSA				x						x			

(Adapted from Building Competencies to Serve LEP Vocational Students, Jeanne Lopez-Valadez, 1990)

BASIC SKILLS LANGUAGE TESTS (ESL)

INSTRUMENT	AGE/GRADE LEVEL	GROUP ADMIN	INDIV ADMIN	TIME TO ADMINISTER	APPRO-PRIATE FOR LEP	REPORTING OF SCORING %ile	Profcy. Level	Raw Score	DATE OF PUBLICA-TION
English Language Skills Assessment (CELSA)	High School/ Adult	X	X	45 min.	X	X	X	X	revised 1991
Michigan Test of English Language Proficiency (MTELP)	High School/ Adult	X	X	75 min.	X			X	1968-1979
Basic English Skills Test (BEST)	High School/ Adult	X	X	oral-15 min. written-45 min	X		X	X	1984
Bilingual Vocational Oral Proficiency (BVOPT)	High School/ Adult		X	45 min.	X		X	X	1979
English as a Second Language Oral Assessment (ESLOA)	High School/ Adult		X	10-15 min.	X		X	X	1980
NYS Placement Test	Adult		X	10 min.	X		X	X	1992
Comprehensive Adult Assessment System - ESL Appraisal (CASAS)	Adult	X	X	45-60 min.	X		X	X	1984
* Nelson-Denny Reading Test Form G & H	High School/ Adult	X	X	35 min.	X	X		X	revised 1992

* A new feature of the Nelson Denny is the development of extended-time administration of the test to meet the needs of special populations such as LEPs.

(Adapted from: Building Competencies to Serve LEP Vocational Students, Jeanne Lopez-Valadez, 1990)

TESTING RESOURCE

STANDARDIZED ESL TESTS

ESLOA
Literacy Volunteers of America
5795 Widewaters Parkway
Syracuse, NY 13214-1846
(315) 474-7039

BEST
Center for Applied Linguistics
1118 22nd Street, N.W.
Washington, D.C. 20037
(202) 429-9292

BVOPT
Melton Peninsula, Inc
161 Pittsburg
Dallas, TX 75207
(214) 748-0564

NYS Place Test
NYS Place Test Information Center
New York State Education Department
Bureau of Continuing Education
Program Development
CEC Room 5D28
Albany, NY 12230
(518) 474-8701

Nelson-Denny
Riverside Publishing Co.
8420 Bryn Mawr Ave.
Chicago, IL 60631
(800)323-9540

CELSA
Donna Ilyin
Association of
Classroom Teacher
Testers
1136 Clement St.
San Francisco, CA 94118
(415) 387-5779

CASAS - ESL Appraisal
2725 Congress St.
1-M
San Diego, CA 92110
(619) 298-4681

MTELP
ELI Test Publications
English Language
Institute
University of Michigan
Ann Arbor, MI 48109
(313) 747-0456

ACHIEVEMENT AND BASIC SKILLS TESTS

CASAS - Adult Life Skills/Reading & Math, Levels A,B,C
2725 Congress ST
1-M
San Diego, CA 92110
(619) 298-4681

Test of Adult Basic Education - Form 5 & 6 (TABE)
Publisher's Test Service
CTBI McGraw Hill
2500 Garden Road
Monterey, CA 93940
(800) 538-9547

Adult Basic Learning Exam (ABLE)
The Pschological Corp. Order Service Ctr.
P.O. Box 839954
San Antonio, TX 78282-3954

ETS Test of Applied Literacy Skills - Prose, Document, Quantitative
Simon & Schuster Workplace Resources
15 Columbus Circle
New York, NY 10023
(800) 395-7042

LANGUAGE PROFICIENCY DESCRIPTIONS

Accent

1. Pronunciation frequently unintelligible.
2. Frequent gross errors and a very heavy accent making understanding difficult, requiring frequent repetition.
3. "Foreign" accent that requires concentrated listening; mispronunciation leading to occasional misunderstanding and apparent errors in grammar or vocabulary.
4. Marked "foreign" accent and occasional mispronunciations which do not interfere with understanding.
5. No conspicuous mispronunciations for a child of that age level but would not be taken for a native speaker.
6. Native pronunciation, with no trace of "foreign" accent.

Grammar

1. Grammar almost entirely inaccurate except in common phrases.
2. Constant errors showing control of very few major patterns, relative to a native speaker of that age level and frequently preventing communication.
3. Frequent errors showing lack of control of some major patterns and causing more misunderstanding than would be expected for a native speaker of that age level.
4. Occasional errors showing imperfect control of some patterns but no weakness that causes misunderstanding.
5. Few errors, with no patterns of failure, but still lacking full control over grammar that is expected of that age.
6. No more than two errors during the interview, other than those typical of a child of the same age who is a native speaker of that language.

Vocabulary

1. Vocabulary inadequate for even the simplest conversation.
2. Vocabulary limited to basic personal and survival areas (time, food, family, etc.)
3. Choice of words sometimes more inaccurate than would be expected of a native speaker of the same age, and limitations of vocabulary that prevent continuous conversation.
4. Vocabulary adequate to carry on basic conversation but some circumlocutions are present.
5. Vocabulary almost as broad and precise as would be expected of a native speaker of the same age.
6. Vocabulary apparently as accurate and extensive as that of a native speaker of the same age.

Fluency

1. Speech so halting and fragmentary that conversation is virtually impossible.
2. Speech very slow and uneven except for short or routine sentences.
3. Speech more hesitant and jerky than a native speaker of the same age; sentences left uncompleted.
4. Speech occasionally hesitant, with some unevenness caused by rephrasing and groping for words, more so than would be typical for that age level.
5. Speech effortless and smooth, but perceptibly non-native in speed and evenness.
6. Speech on all topics that are of interest to that age level as effortless and smooth as a native speaker's.

Comprehension

1. Understand too little for the simplest type of conversations.
2. Understands only slow, very simple speech on concrete topics; requires more repetition and rephrasing than would be expected of a native speaker of the same age.
3. Understands careful, somewhat simplified speech directed to him, with considerable repetition and rephrasing.
4. Understands adult speech quite well directed to him, but still requires more repetition or rephrasing than a native speaker of the same age.
5. Understands everything in conversation except for colloquial or low-frequency items, or exceptionally rapid or slurred speech.
6. Understands everything in both formal and colloquial speech expected of a native speaker of the same age.

(PEACE CORPS Interview Rating Scale)

Assessment of Language Minority Students: A Handbook for Educators, Illinois Research Center 1985.

Alternative Assessments for Measuring English Proficiency and Basic Skills

Alternative assessment procedures should be used to supplement information provided by standardized English language proficiency tests. Alternative assessment measures must be developmentally appropriate and as much as possible relevant to the context in which the student will be studying. (When used for determining academic language skills, they should be standardized, and the criteria used to rate students should be determined prior to testing.) One reason for administering alternative assessments to LEP students is to determine their ability to handle typical classroom tasks in English. Alternative assessment should reflect authentic classroom or job-related tasks in English. If, for example, a language proficiency test measures literacy skills only and does so in a multiple-choice format, the following additional assessment procedures will provide needed information: oral interview or story retelling, dictation, cloze, and writing samples.

Oral Interview

An oral language sample may be obtained by asking an open-ended question that requires narrating events or by playing a tape of a story in the student's native language, asking the student to retell it in English. The student can then be rated using a scale like the one in Figure 7.2.

Figure 7.2 Example of a Five-Level Oral Rating Scale

Level 1	Speech is so halting and fragmentary as to make conversation virtually impossible.
Level 2	Usually hesitant; often forced into silence by language limitations.
Level 3	Speed and fluency are rather strongly affected by language problems.
Level 4	Speed of speech seems to be slightly affected by language problems.
Level 5	Speech is as fluent and effortless as that of a native speaker.

(Harns, 1969) Cited in Thomas, Grover, Cichon, Bird, and Harns. (1991).

Dictation

Students' understanding of spoken English and their knowledge of the mechanics of written English can be assessed through reading aloud a paragraph from a text they will be expected to use during their coursework, then dictating it to them one sentence at a time while they write it down. Criteria for rating the dictation should be established and consistently adhered to.

Writing Samples

Students' writing skills can be assessed through asking them to compose a paragraph based on a choice of writing prompts, such as

> "I want to be a nursing assistant (or whatever occupation the student is interested in) because . . ."
>
> "Leaving my home country was difficult . . ."

(TR-5,6,7,8 are taken from: Serving Vocational ESL Students; Robert J. Thomas, et al; American Association of Community Colleges; 1992.)

"When I came to the United States, I was surprised to find that . . . "

Criteria for scoring the writings samples should be agreed upon and applied uniformly.

Cloze Procedure

A cloze procedure is an easy method for estimating whether a student will be able to read the material used in class. Select a passage 150-200 words long from materials to be used. Leave the first and last sentences intact. Delete every fifth or seventh word (about 20 in all). Ask students to supply the missing words. Assuming your Cloze Test included 20 deleted words, score the passage in four categories:

1. 0-4 correct: Will need much ESL assistance; must rely on native language
2. 5-9 correct: Will need ESL assistance and reliance on native language; use of some English can be introduced early in the program.
3. 10-14 correct: Should be able to handle a lot of the reading in the program at a reasonable level if adapted
4. 15-20 correct: Should be able to handle most of program material in English

Alternative Assessments for Assessing Vocational Competence

Assessments of student progress used in workplace programs seem well-suited for community college vocational training programs. LEP vocational students can often perform tasks involving highly technical language and literacy materials when they learn them in the context of the tasks to be performed. Although students' assessed reading level may be below the level of the material, they can sometimes handle difficult vocabulary and materials effectively because of familiarity with the context, past experience with the terminology, or the repetitive nature of the reading or writing tasks associated with the job. Alternative assessments should reflect authentic classroom demands and assess language as an integrative skill.

The ability to use language in the context of the vocational training can be measured through a variety of alternatives to standardized tests, such as competency checklists, performance tests involving simulations of job tasks, and conferencing and portfolio collection

Competency Checklists

Many community colleges require competency assessments, sometimes listed on completers' certificates, to determine students' mastery of program or course requirements. Mastery may be rated on a five-point scale several times during the course or program, or competencies may be simply checked off to indicate mastery or non-mastery. Figure 7.3 illustrates a type of competency checklist that may be used in vocational ESL programs (adapted from Thomas, et al., 1991).

Figure 7.3 Competency Checklist

Student's Name: _____

	Cannot perform	Performs adequately			Performs well
1. Describe path of raw materials from receiving to shipping	0	1	2	3	4
2. Identify company departments and functions	0	1	2	3	4
3. Identify company products	0	1	2	3	4
4. Describe job duties	0	1	2	3	4
5. Describe tools and machines used on job	0	1	2	3	4

Performance Tests

Performance tests can be used to assess students' abilities to integrate a series of competencies to perform job-related tasks. Testing a student with this method near the beginning of the term and then periodically throughout provides baseline information and a measure of student progress toward mastery. Figure 7.4 provides an example of how competencies needed by a receptionist to take telephone messages can be measured in a classroom simulation. This example is adapted from the handbook (Thomas, et al., 1991) cited earlier.

Figure 7.4 Performance Test for Telephone Role Play

Task	Record telephone messages
Performance objective	In a classroom role play, record all the information for a telephone message on a *"While You Were Out"* message pad at the level percent of full competency.
Related communicative competencies	• Understand speech over the phone. • Report/write factual information. • Ask for clarification. • Ask for additional/complete info. • Ask for/record the spelling of names. • Read, understand, and use message pad.

ITEM	CRITERIA FOR FULL CREDIT	0	1	2	NOTES
1. To	first & last names				
2. Date	month, day, & year				
3. Time	hour & minute, circle AM or PM				
4. M	complete M (Mr., Mrs., Ms.), first & last names				
5. of	name of organization				
6. Area code & exchange	area code & exchange, extension if given				
7. Call box check	check appropriate box(es)				
8. Message, content	include all information given				
9. Message, mechanics	correct spelling & grammar, clear & legible				
10. Operator	first & last names				
				TOTAL SCORE:	

SCORE

Rating:
0 = missing
1 = partial
2 = complete

Criteria for Competency:
0 = full competency
16-19 = minimal acceptable competency
below 16 = below competency

Trainee:_____ Date: _____

Attempt:_____ Trainer's Signature: _____

Conferencing and Portfolio Collection

Conferencing is often used in composition courses; it can also be effectively used with community college LEP students to discuss their progress in meeting personal or course objectives, and participating in and attending classes. It provides the instructor with an opportunity to comment on student's strengths and provide specific feedback on areas needing improvement. The instructor then documents the conference in writing to track student progress and needs. Conferences may also be used for reviewing student portfolios.

If portfolios of student work are to be used for assessment purposes, then instructors should agree on the skills and competencies to be assessed through collection of student work. They should also devise a system for summarizing the skills and competencies being documented in the portfolio and referencing the examples of student work collected to document them. All portfolio entries should be dated and cross-referenced. Figure 7.5 is an example of a form to be used in portfolio assessment. Examples of student work may be selected by the student and instructor to demonstrate quality and mastery of objectives. They may include:

- Student writing
- Performance assessment results
- Diagrams, blueprints, drawings
- Instructor observations, comments, anecdotes
- List of reading completed, tapes listened to
- Print-outs of results of computer-assisted instructional feedback

Figure 7.5 Portfolio Analysis Form

Student Name: _____ Grade: _____

Teacher: _____ Date Analyzed: _____

Educational Goal: _____

_____

Objective	Examples Illustrating Student Progress Related to Objective	Reference Item

LANGUAGE TESTING

MODULE 3 - POST-TEST

1) Language testing is an effective way of screening out LEP students who do not have the language proficiency to be able to benefit from vocational training. T F

2) The primary goal of language testing is to measure the LEP student's English reading and writing proficiency. T F

3) A formal or informal oral interview is a key component of determining the LEP student's English language proficiency. T F

4) It is important to select a standardized assessment to evaluate LEP students' English language skills. T F

MODULE 4
CAREER COUNSELING

Name of Activity: Career Counseling Strategies for the LEP

Objectives: Participants will be able to:

1) Identify common areas of need or conflict for the LEP person.
2) Identify the types of services LEP persons might need to transition to the U.S. workplace.
3) Identify personal attributes, skills and behaviors of an effective cross-cultural counselor.
4) Identify an effective career counseling process that includes the development of an individualized career plan.
5) Apply the process to a case study.

Time:	**Group Size:**	**Physical Setting:**	**Equipment:**
180 min	20-25	Round tables	Flip Chart Over head Pro. VCR

Materials:
Module 4 - Agenda, T-1
Module 4 - Objectives, T-2
Pre-Test, Module 4, H-1
Pre-Test, Module 4, Answer key, TR-1
LEP Population - Major Findings, H-2, T-3,4
Texas Employment Commission Projections - T-5,6,7
A Model Program for Serving LEP Students, video cassette
Local LEP Data, H-3
Korean Immigrant, H-4
Vietnamese Refugee, H-5
Mexican-American, H-6
Russian Refugee, H-7
Personal Attributes of the Cross Cultural Counselor, T-8
Counselor Behavior, T-9
Core Knowledge and Skills for All Counselors, H-8
Career Counseling Process & Techniques..., H-9 a,b
Career Counseling Process, T-10
Sample Career Development Plan, H-10, a-j
Case Study, H-11
Career Counseling Model and Career Development Theories, TR-2 a-g
Post-Test, Module 4, H-12

Procedure/Suggested Activities:
- Present agenda (T-1) on overhead. Present objectives (T-2) on overhead.

- Distribute Pre-Test Module 4 (H-1). Allow time for participants

to complete. Collect Pre-Test.

- Introduce participants to the national and state LEP population (H-2, H-3). Show transparencies of national and local population statistics (T-3,4). Show transparencies of Texas Employment Commission projections for the year 2000 (T-5,6,7).

- Show 3 minute introduction of video to give brief overview of national LEP population.

- Ask participants to describe the local LEP population that they work with in their agency.

- Divide participants into small groups of 4-8 persons and give each group responsibility for analyzing only one LEP profile (H-4,5,6,7) These can be modified to reflect local LEP populations. Have each group assign a recorder. The task is to identify the types of services each LEP would need to successfully transition to the world of work in the U.S. After 15 minutes elicit responses to the LEP profiles. Write answers on newsprint or overhead. Group responses by need, i.e. language, culture, economics, etc.

- Conduct a brainstorming session: Ask participants to brainstorm what they think are essential attributes, skills and behaviors of an effective cross-cultural counselor.

- Ask a volunteer to write the answers on a flip chart.

- Summarize and process the answers while providing participants with (T-8,9) on the overhead. Compare the audience's responses with the information on the transparency.

- Present a mini-lecture on the career counseling process, using (H-8, H-9a,b and H-10a-j). Address participants' questions.

- Conduct a small group application exercise by using the case study approach: Divide the participants into small groups of 5-7 members. Each group will be assigned the same case study. The group is to read the case (H-11) and develop strategies and activities to implement the appropriate counseling steps for the situation. Remind participants to review (H-9a,b) for the process. Show the process outline on overhead (T-10). The resulting strategies are to be presented to the large group by one spokesperson from each group.

- Distribute Post-Test Module 4 (H-12). Allow time for participants to complete it. Collect the post-test.

(Adapted from Building Competencies to Serve LEP Vocational Students , Jeanne Lopez-Valadez, 1990)

MODULE 4 - AGENDA

I. Opening Activities

II. Pre-Test

III. Presentation -
- LEP Population Major Findings
- Video: A Model Program for Serving LEP Students

IV. Small Group Activity -
- Identify LEP Needs

V. Group Discussion -
- Attributes of an Effective Career Counselor

VI. Presentation -
- Career Counseling Process/Techniques

VII. Small Group Activity -
- Apply Process to a Case Study

VIII. Post-Test

IX. Wrap-up and Final Evaluation

MODULE 4 - OBJECTIVES

Participants will:

1) **Identify common areas of need or conflict for the LEP person.**

2) **Identify the types of services LEP persons might need to transition to the U.S. workplace.**

3) **Identify personal attributes, skills and behaviors of an effective cross-cultural counselor.**

4) **Identify an effective career counseling process that includes the development of an individualized career plan.**

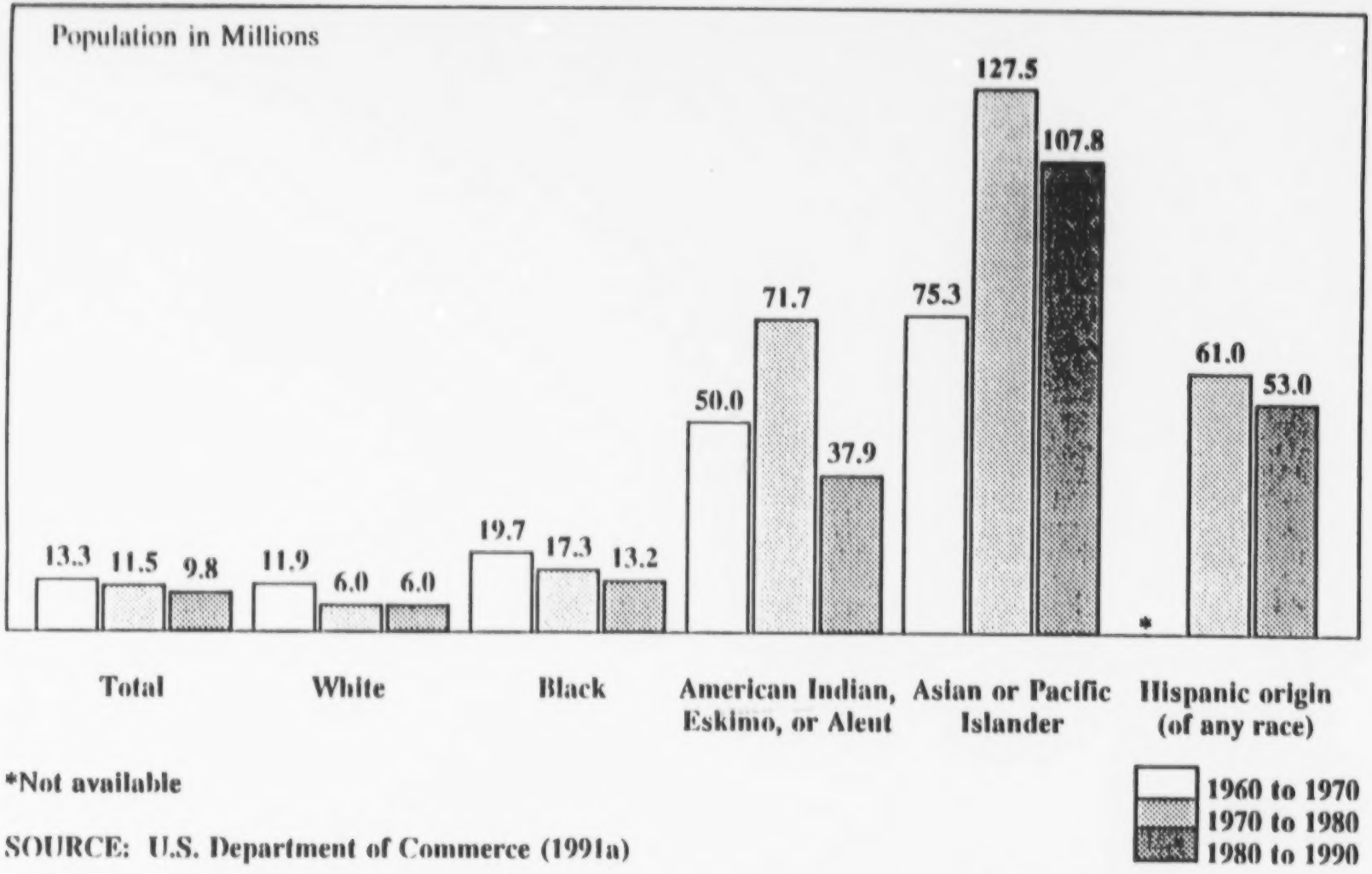
5) **Apply the counseling process to a case study.**

CAREER COUNSELING
MODULE 4 - PRE-TEST

1) By the year 2000 around 1/4 of the new workers in the U.S. labor force will be new immigrants.	T	F
2) A common characteristic of the LEP in the United States is a lack of education in their country of origin.	T	F
3) The role of the counselor is crucial in programs serving LEPs.	T	F
4) An effective counselor for LEP students avoids over-involvement and recognizes his/her limitations.	T	F
5) Language assessment and career exploration are essential components of an effective counseling strategy for LEPs.	T	F

CAREER COUNSELING
MODULE 4 - PRE-TEST - Answer Key

1) By the year 2000 around 1/4 of the new workers in the U.S. labor force will be new immigrants.	True
2) A common characteristic of the LEP in the United States is a lack of education in their country of origin.	False
3) The role of the counselor is crucial in programs serving LEPs.	True
4) An effective counselor for LEP students avoids over-involvement and recognizes his/her limitations.	True
5) Language assessment and career exploration are essential components of an effective counseling strategy for LEPs.	True

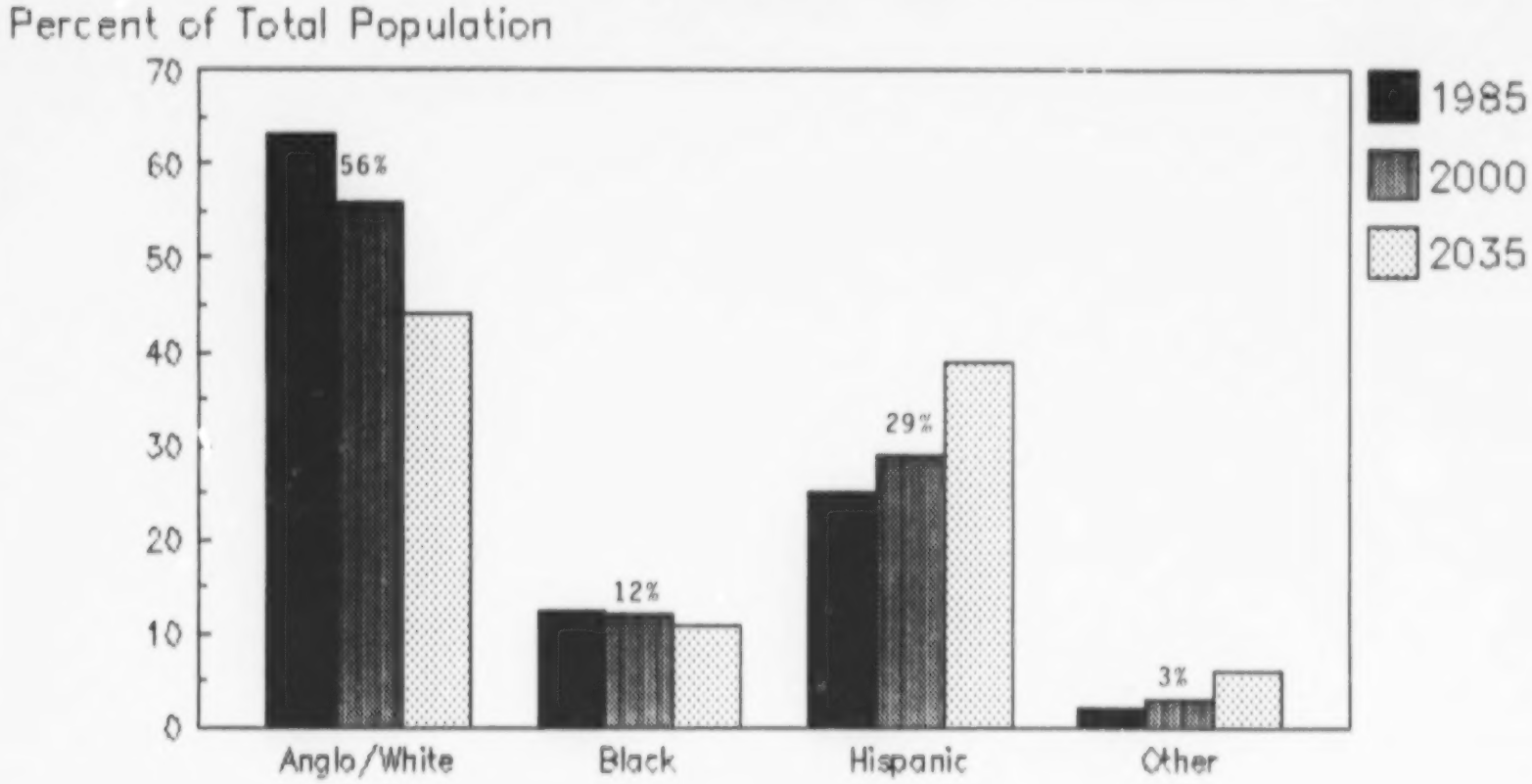


*Not available

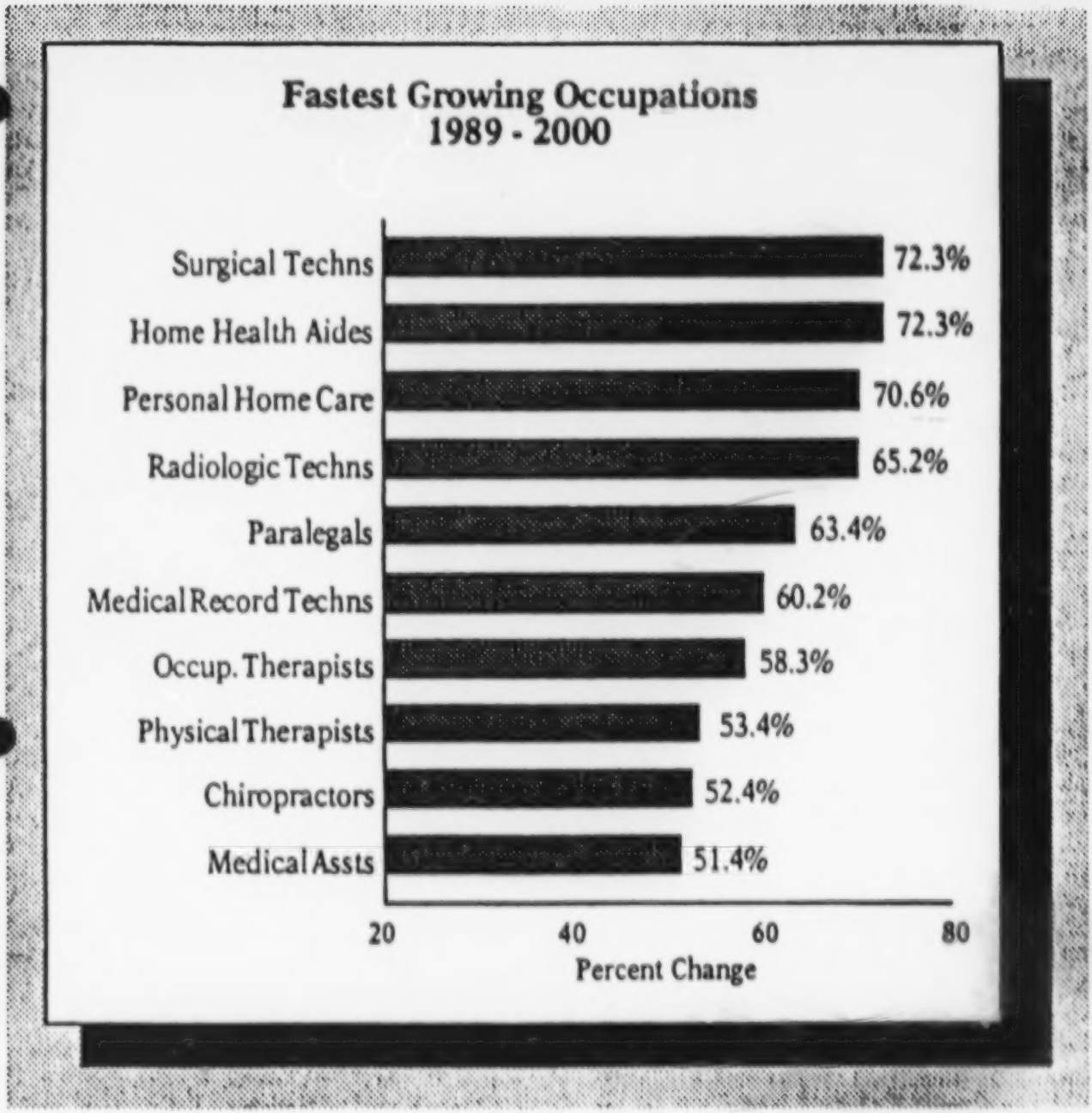
SOURCE: U.S. Department of Commerce (1991a)

Figure 1. Percentage of change in population, by race and Hispanic origin, for the United States: 1960 to 1990.

Racial/Ethnic Composition of Texas Population Projections for the 21st Century

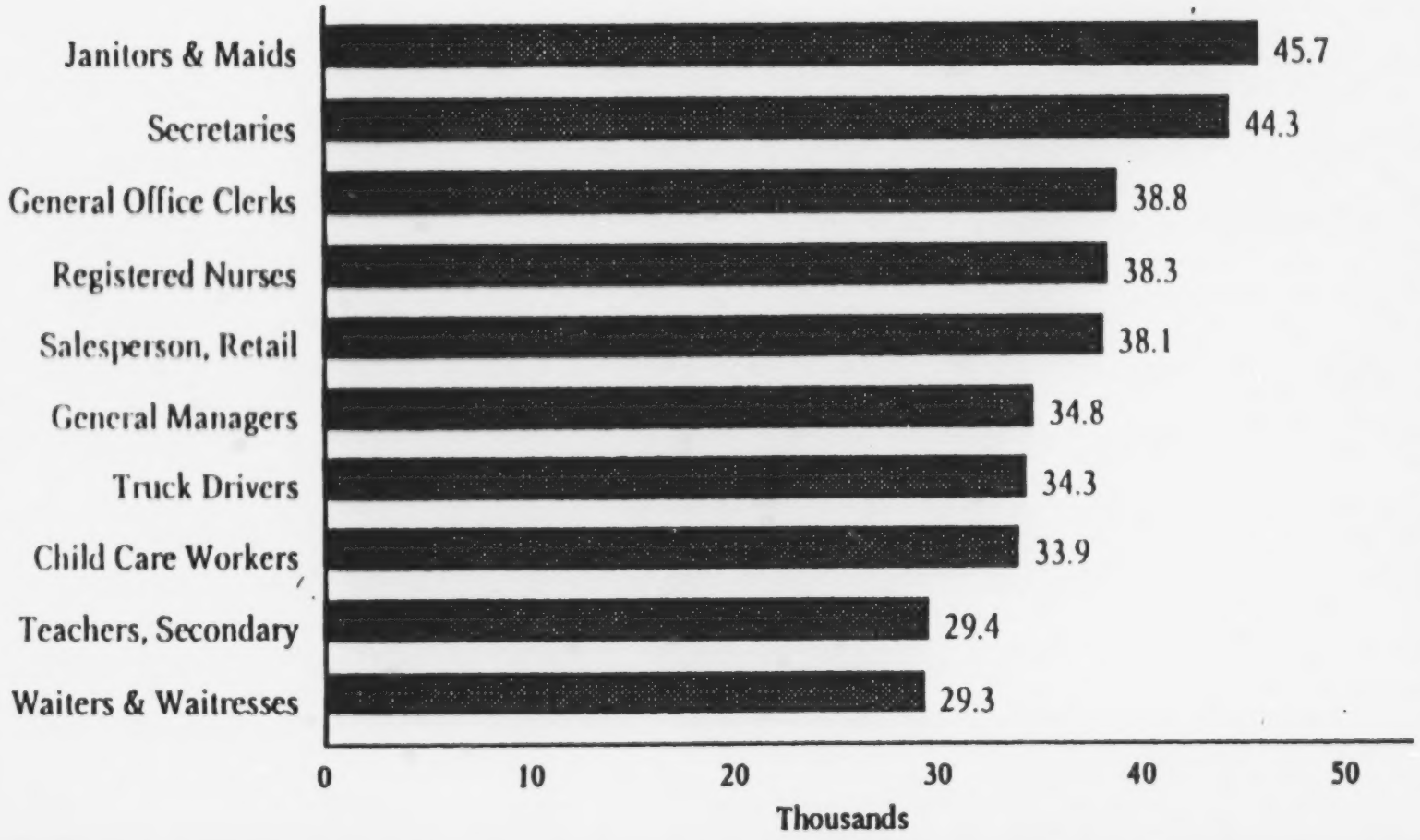


(Source: Texas Higher Education Coordinating Board, Austin, TX, 1991)

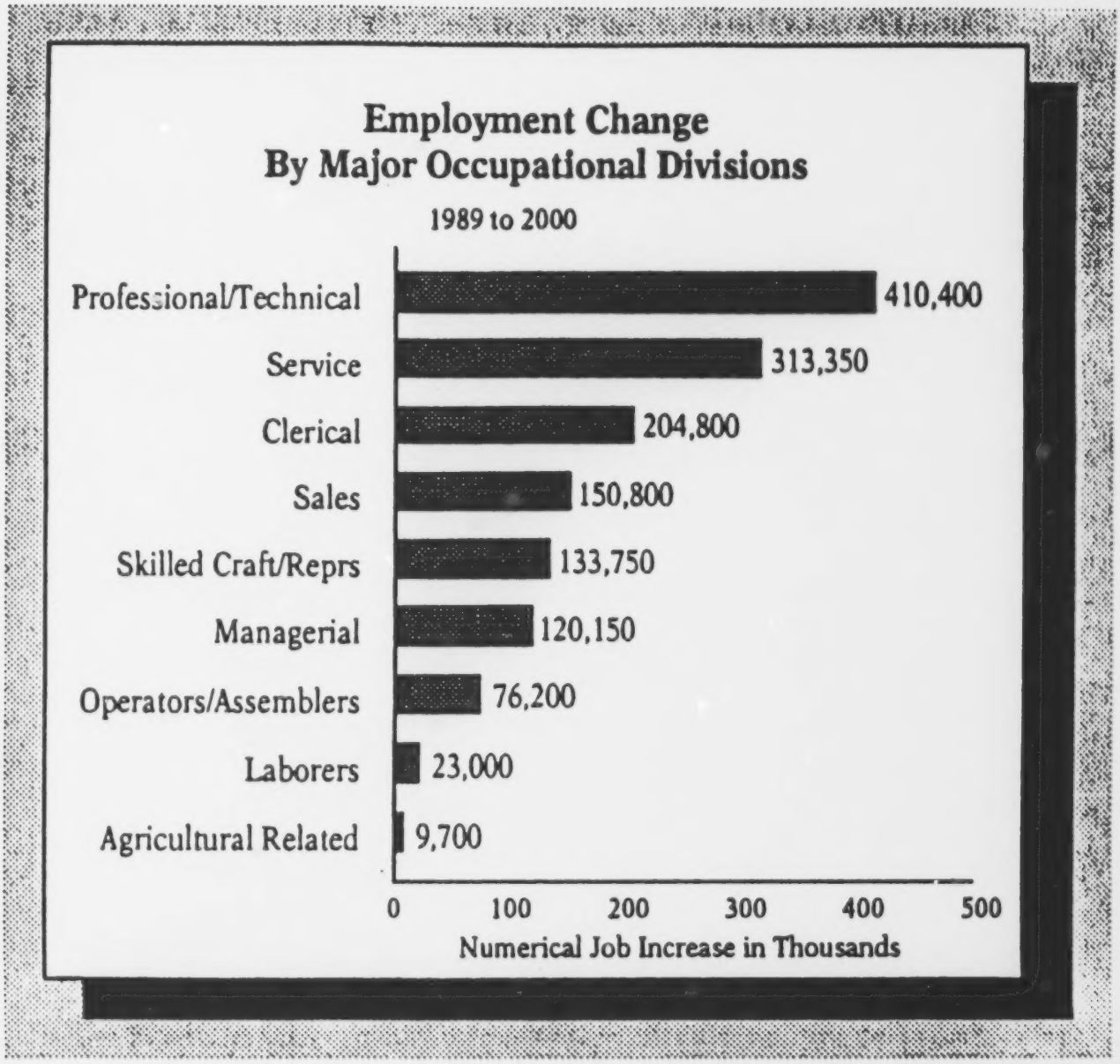


Source: Texas Employment Commission, Economic Research & Analysis, 1992

Occupations Adding the Most Jobs
1989 - 2000



Source: Texas Employment Commission, Economic Research & Analysis,



Source: Texas Employment Commission, Economic Research & Analysis, 1992

LEP POPULATION - MAJOR FINDINGS

1. Limited English proficient (LEP) persons comprise a large and growing segment of the U.S. population due to new immigration and a higher than average birthrate among linguistic minorities.

* The Census Bureau estimates that the LEP population in the U.S. is presently between 3.5 and 6.5 million individuals. By the turn of the century demographers estimate that more than 40 million Americans will be non-native speakers of English.

* The White House Commission on Immigration demographers estimate that approximately 1 million new immigrants are currently entering the U.S. each year - the majority from non-English speaking countries in Latin America and Asia.

* Since 1980, the U.S. has also seen the influx of 791,831 refugees. (Refugee Reports, March 1988)

2. Minorities and immigrants will comprise the largest share of new entrants into the labor force between now and the year 2000.

* By the year 2000 almost one-quarter of the new workers in the U.S. labor force will be new immigrants (U.S. DOL)

* Two-thirds or more of working age immigrants are likely to join the labor force (Hudson Institute, 1987)

3. Minorities and immigrants are most heavily impacted by the changes in the labor market in which the fastest growing jobs will require the highest education and skills levels. Community colleges and other institutional settings face the challenge of serving an increasingly culturally diverse student body. Effective programs and support services for LEP students are critical to meeting the challenge.

* The LEP student population encompasses racial as well as ethnic diversity among groups of students that include immigrants, refugees, migrant laborers, dislocated workers, displaced homemakers, Native Americans, and American-born non-English speakers.

* In the last census only 23% of LEP adults 25 years old and over were high school graduates compared with 67% for persons who spoke only English (U.S. Census, 1990)

* Blacks and Hispanics were 35% more likely to be employed in occupations projected by the Bureau of Labor Statistics to lose the most employees between 1978 and 1990 (Hudson Institute, 1987).

LEP LOCAL DATA

To localize data on the LEP population in your community, obtain information about the vocational needs of the LEP. Sources include:

1. Census
2. Bilingual education statistics
3. Employment statistics
4. Human service statistics
5. Local and state agencies
6. Vocational Education Data Systems (VEDS)
7. School District statistics

The following questions may help identify what needs exist among LEP persons in the community (or service area):

1. How many LEP persons live in the area?
2. What languages do they speak? How many per language?
3. What percentage of the LEP are unemployed or underemployed?
4. What is the educational and vocational background of the LEP population?
5. What programs now exist to offer vocational training to the LEP population?

(From Building Competencies to Serve LEP Vocational Students, Jeanne Lopez-Valadez, 1990)

KOREAN IMMIGRANT

Kim Sang Chul is a 48 year old Korean who has been in the U.S. for two years. Insecurities due to continuous war have brought Mr. Kim to this country, seeking opportunities and education for his children. He is well-educated but speaks broken English with a heavy accent.

In Korea, he was a banking executive, but now can only find a job as a janitor or assemblyman. He has problems understanding his supervisor both because of the way he acts and the language he speaks so rapidly. He has lost the security and social prestige his old job offered him. He finds that his income is not sufficient to care for his wife and four children, so his wife is forced to enter the labor market.

She is able to find a better paying job as a bilingual teacher-aide. As she adapts to the American culture, her role as a woman changes; she begins questioning Korean role expectations and begins asserting herself in the home. Her husband not only feels inadequate as a provider, but as a husband. He resents her changing ways and begins doubting her fidelity.

He no longer knows how to cope as a parent. He cannot even advise his children with regard to dating, career choices, college selection, adult life, or society and its values. The feelings of frustration and inadequacy lead to conflict between parent and child, sometimes even to abuse.

(From Building Competencies to Serve LEP Vocational Students, Jeanne Lopez-Valadez, 1990)

VIETNAMESE REFUGEE

Huong Pham is a 35-year old Vietnamese refugee who arrived in the U.S. nine months ago with his wife and two small children. He was trained as an electrician in Vietnam, but his lack of English skills and unfamiliarity with some of the recent innovations in electronics has made it impossible for him to work in his profession in this country.

In order to support their family, both he and his wife have taken jobs which do not require much English. He works at night in a restaurant where Vietnamese is spoken, and his wife does cleaning work during the day. One relative and several new friends within the Vietnamese community have helped with child care in times of crisis. Huong does not understand why there are not more free educational opportunities for him and his wife, and is becoming critical of "the American way of life." He feels that as a refugee, the U.S. owes him some security and a chance to make a good living.

(Adapted from Building Competencies to Serve LEP Vocational Students, Jeanne Lopez-Valadez, 1990)

MEXICAN-AMERICAN

Esteban is a Mexican-American born in a predominantly Hispanic community in the U.S. He is married to Ines, also a Mexican-American and they have 5 children. Esteban attended public school until age 16 without finishing the 9th grade. He speaks Spanish preferably, but has a good command of oral English.

At age 18 he started working as a laborer in a local garment finishing factory where his father and brothers already worked. He was laid off two years ago and has lived on compensation until it ran out 6 months ago.

Esteban is very concerned that he will not find a job and that he will lose the few possessions that he was able to acquire before he was laid off. Nevertheless, in the back of his mind he believes that he will be called back to work in the garment factory.

(From Building Competencies to Serve LEP Vocational Students, Jeanne Lopez-Valadez, 1990)

RUSSIAN REFUGEE

Elena Ivanova is a 33 year old refugee woman. She is married and has one child aged 3. She and her husband both attended university in Russia and received degrees in Engineering. Elena and her family came to the United States as refugees two years ago.

For the last year and half she has worked as a hairdresser's assistant in a beauty salon and her husband has worked as a cashier in a grocery. Elena and her husband are taking turns attending intermediate level ESL classes at the local community college because one of them always needs to stay home to look after their 3 year old daughter in the evenings. Elena hopes to eventually enroll in a cosmetology course to become a hairdresser.

PERSONAL ATTRIBUTES OF THE CROSS-CULTURAL COUNSELOR

1. Tolerance of ambiguity
2. Cognitive and behavioral flexibility
3. Personal self-awareness, strong personal identity
4. Cultural self-awareness
5. Patience
6. Enthusiasm and commitment
7. Interpersonal sensitivity
8. Tolerance of differences
9. Openness to new experiences, peoples
10. Empathy
11. Sense of humility
12. Sense of humor

(From Building Competencies to Serve LEP Vocational S
Jeanne Lopez-Valadez, 1990)

COUNSELOR BEHAVIOR

- Be informed
- Be committed
- Listen and be responsive
- Know your limitations
- Plan interviews when possible
- Keep meaningful notes
- Focus on inconsistencies or discrepancies
- Avoid emotion, over involvement

(From Building Competencies to Serve LEP Vocational
Jeanne Lopez-Valadez, 1990)

CORE KNOWLEDGE BASES FOR ALL COUNSELORS

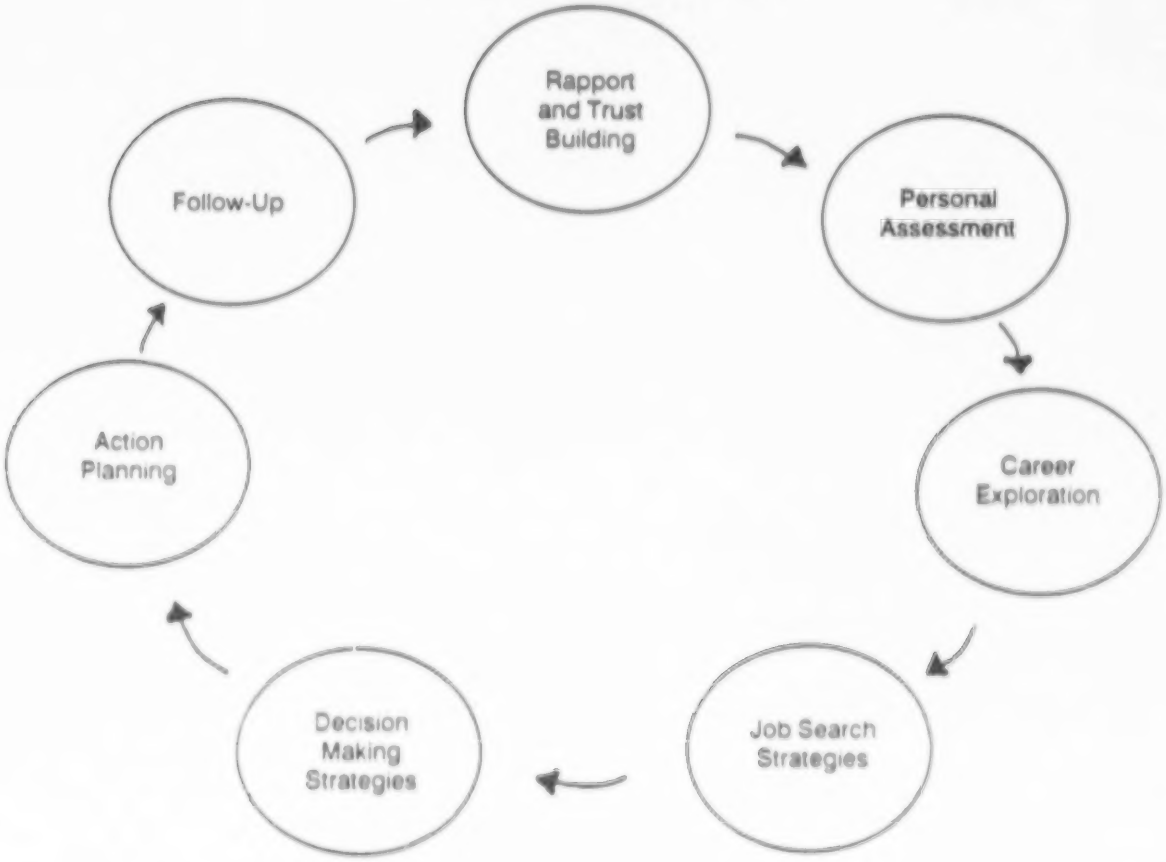
- The helping relationship
- Counseling theory
- Transpersonal counseling
- Change theory
- Learning theory/styles
- Group counseling
- Family systems theory
- Referral process
- Life style and career development
- World of work
- Domestic and world politics
- Domestic and world economics
- Political process
- Professional orientation
- Personality theory
- Abnormal behavior
- Physical disabilities
- Human behavior
- Holistic health
- Individual assessment
- Individual potential
- Life span development
- Lifelong learning
- Developmental programming
- Substance abuse
- Prevention
- Societal trends
- Social/cultural foundations
- Cultural pluralities
- Human rights
- Sexal equality
- Moral issues
- Ethics
- Systems management
- Technological systems
- Resource management
- Grant writing
- Evaluation
- Research
- Listening
- Trust-building
- Interpersonal communication
- Counseling
- Building self-concept

CORE SKILLS FOR ALL COUNSELORS

- Problem-solving
- Goal-setting
- Decision-making
- Confrontation
- Conflict resolution
- Mediation
- Group facilitation
- Group counseling
- Crisis intervention
- Case management
- Treatment planning
- Change agentry
- Adaptability
- Coping
- Advocacy
- Unleashing potential
- Biofeedback
- Visualization
- Guided imagery
- Intense concentration
- Lifelong planning
- Lifelong learning
- Mentoring Developmental
- Teaching
- Consultation
- Referral
- Assertiveness
- Organizational skills
- Technological literacy
- Information rerieval and use
- Program development
- Workshop design and delivery
- Program evaluation
- Research
- Networking
- Resource utilization
- Leadership
- Management techniques
- Client assessment
- Motivation
- Self-help strategies

Taken from: Nejedlo, Robert J., Arredondo, Patricia, & Benjamin, Libby. (1985). Imagine: A Visionary Model for the Counselors of Tomorrow. Dekalb, IL: George's Printing.

CAREER COUNSELING PROCESS



1. Rapport and Trust Building - establishing a relationship between the counselor and the client.

2. Personal Assessment - assessing needs, wants, interests, abilities, and values.

3. Career Exploration - demystifying the 40,000 jobs in the world of work.

4. Job Search Strategies - learning how to prepare personal fact sheets, resumes, applications, letters; preparing for interviews; establishing personal networks.

5. Decision -Making Strategies - gaining skills in making effective decisions.

6. Action Planning - setting goals and developing a plan to reach those goals.

7. Follow-up - checking progress toward goals and revising goals and processes to reach goals where necessary.

Career Counseling Materials and Techniques for Use with Vietnamese, San Jose City College, Community College District, 1981, p. 92.

TECHNIQUES FOR BUILDING RAPPORT AND ESTABLISHING TRUST WITH LEP CLIENTS

1. Whenever possible have a native speaker assist you in group counseling sessions. If the clients are older, it is wise to have a more mature assistant.

2. Take time for you to get to know your clients and for them to know you. Do not rush through your sessions. If time is a problem, spend more time with small or medium sized groups than with individuals. Train some of your clients or former clients to be peer counselors and/or co-facilitators with you. DON'T HURRY THE COUNSELING PROCESS.

3. Keep confidence at all costs. Do not reveal anything in a group that your client has shared individually, unless you have his or her permission beforehand.

4. Provide some specific concrete help as quickly as possible. For example, help your client cut through some difficult red tape at your institution, assist him/her (or a family member) in acquiring immediate financial aid, reliable transportation, or medical help. The immediacy of your help will convey your genuine desire to help plus make you credible as a problem solver.

5. Establish trustworthy relationships with respected leaders. They will spread the word about you to others.

6. Listen to what your client is saying, but tune into what he or she is not saying--the details, feelings, opinions that are not shared. Instead of pushing for these, see if you can pick these up indirectly, such as listening to what one client says about another, observing how the client acts in place of words. Listen carefully when the client asks you questions about yourself. (This may be a way of seeing how you will react first.) See if your clients will write--in a journal form--what is difficult to say.

7. Give some praise and compliments for good efforts, but do not exaggerate. Some will be shy about receiving compliments, although those who have lived in the U.S. will probably expect some praise and encouragement from you in a learning situation.

8. Learn as much as you can about your client's culture, language and geography. Ask questions about their home country. Use references to the home country when you have useful examples.

9. Share personal information about yourself, e.g. the struggles you had to find a job you liked, pictures of your family and friends.

10. Be genuine. Do not be afraid to express your own feelings of job, sadness, or frustration. Speak clearly and keep the language simple if your clients are just learning English. Use gestures to help convey your points whenever possible.

11. Some LEP clients who are not familiar with the profession of counselors may secretly wonder why you are doing this work instead of seeking a more lucrative or secure position, such as one in private industry. They may even wonder about your credibility as a successful advisor or role model. Convey your enthusiasm for your work and use the opportunity to acquaint your clients with the advantages to being in a helping profession.

(Adapted from: Career Counseling Materials and Techniques for Use with Vietnamese, San Jose Community College District, 1981.)

CAREER COUNSELING PROCESS

1) Rapport and Trust Building

2) Personal Assessment

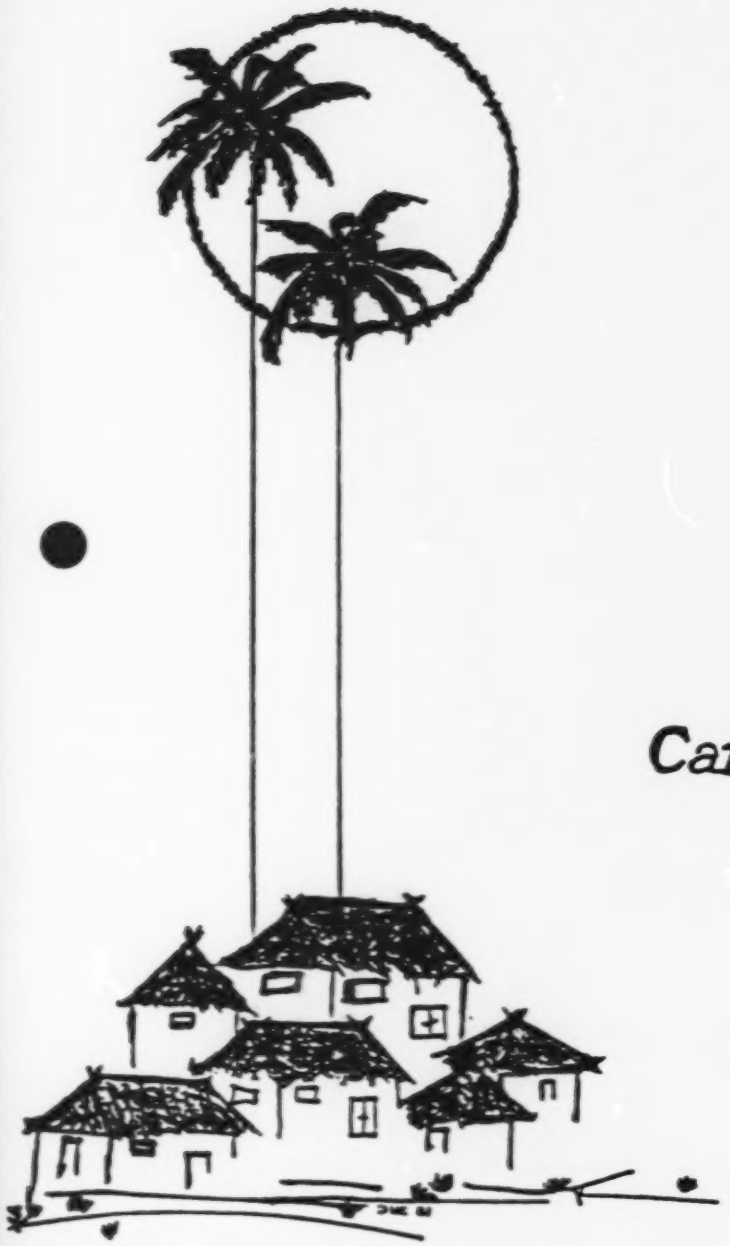
3) Career Exploration

4) Job Search Strategies

5) Decision-Making Strategies

6) Action Planning

7) Follow-up



Career Development Plan

Name _____

(Taken from: Career Counseling Materials and Techniques for Use with Vietnamese, San Jose Community College District, 1981.)

CAREER DEVELOPMENT PLAN
Developed by
Patricia Hawkins Katz and Linda Phillips-Jones

PLEASE PRINT ALL INFORMATION

I. BACKGROUND INFORMATION

Name _____
Last (family) First (Given) Middle

Home/Contact Address _____
Street City State Zip

Home/Contact Phone _____ (Area Code) In case of emergency Contact _____ (Area Code)

Birthdate _____ Birthplace _____

Sex: Male ☐ Female ☐ Marital Status: Single ☐ Married ☐

Social Security Number _____ Comments _____

Source of Income: (To be completed only if applying for financial aid)

Monthly Salary _____

Spouse's Monthly Salary _____

Contribution from other household members _____

Public Assistance
AFDC _____
GR _____
SSI _____
IMRA _____
OTHER _____

Comments _____

Transportation:

Own Car? Yes ☐ No ☐
driver's license number: _____

Other means of transportation: _____

Immigration Status:

Date entered U.S.A _____
Has citizenship ☐
Has "Green Card" ☐
Applied for "Green Card" ☐
Date _____
Comments: _____

CAREER DEVELOPMENT PLAN (Continued)

General Health: Excellent ☐ Good ☐ Fair ☐ Poor ☐

Disabilities _____

_____

Assistance required _____

_____

EDUCATIONAL BACKGROUND

	Name of Institution	Location	Dates Attended	Field of Study Degree/Certificate
1.				
2.				
3.				
4.				

Other training or education (include current) _____

_____

CAREER INFORMATION

Not in Labor Market ☐ Employed full time ☐ Employed part time ☐ Under-employed ☐

Comments: _____

_____

Current job (include paid and unpaid/volunteer)

Position title _____

Employer/location _____

Main duties _____

Monthly Salary _____ Length of time with this employer _____

Satisfaction with job: High ☐ Medium ☐ Low ☐

Comments: _____

CAREER DEVELOPMENT PLAN (Continued)

Any other job currently held (include paid and unpaid/volunteer)

Position Title _____

Employer/location _____

Main duties _____

Monthly Salary _____ Length of time with this employer _____

Satisfaction with job : High ☐ Medium ☐ Low ☐

Past employment (Begin with most recent; include military, paid and volunteer work; attach separate sheet if necessary.)

Position _____ Employer/location _____

Main duties _____ Monthly Salary _____

Reason(s) for leaving _____

Satisfaction with job: High ☐ Medium ☐ Low ☐

Comments: _____

Position _____ Employer/location _____

Main duties _____ Monthly Salary _____

Reason(s) for leaving _____

Satisfaction with job: High ☐ Medium ☐ Low ☐

Comments: _____

Position _____ Employer/location _____

Main duties _____ Monthly Salary _____

Reason(s) for leaving _____

Satisfaction with job: High ☐ Medium ☐ Low ☐

Comments: _____

CAREER DEVELOPMENT PLAN (Continued)

II. SUMMARY OF ASSESSMENT INFORMATION

A. English:

1. Counselor's Informal Assessment (To be completed by counselor at end of first interview)

	Out-standing	Good	Fair	No Opportunity to Judge
Understanding spoken English				
Speaking English				
Understanding written English				
Writing English				

2. Results of Other English Measures:

_____

_____

B. Skills and Abilities (Other than English)

1. Other Languages: (To be completed by counselor or client)

Language	Understanding				Speaking				Reading				Writing			
	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4

1 = Outstanding 2 = Good 3 = Adequate 4 = Poor

2. Other Skills and Abilities

CAREER DEVELOPMENT PLAN (Continued)

C. Interests:

D. Values:

COUNSELOR'S NOTES

Client's name_____

SUMMARY OF CLIENT'S NEEDS

Financial:

Housing:

Transportation:

Family:

Language:

Immigration/Citizenship:

Health/Medical:

Career/Employment:

Education/Training:

Other:

SUMMARY OF SESSIONS/IMPRESSIONS

_____

Date

_____

_____

Date

_____

_____

Date

_____

Counselor Date

CLIENT ACTION PLAN NAME:_____

MY TENTATIVE CAREER PLAN

My Main Interests:

1. _____

2. _____

3. _____

4. _____

My Strongest Skills and Abilities:

1. _____

2. _____

3. _____

4. _____

My Most Important Values:

1. _____

2. _____

3. _____

4. _____

Tentative Occupations of Interest to Me:

1. _____

2. _____

3 _____

MY TENTATIVE CAREER PLAN (Cont.)

Long-Term Career Goals--What I'd like to be doing in 5-10 years. | I'll do this by (date)

1. _____ _____
2. _____ _____
3. _____ _____

Short-term/Immediate Career Goals--What I'd like to do within the next 6-12 months. | I'll do this by (date)

1. _____ _____
2. _____ _____
3. _____ _____

Possible Obstacles to My Goals | Obstacle Removal Strategies I Can Use

1. _____ _____
2. _____ _____
3. _____ _____
4. _____ _____

Contacts Made | Results

1. _____ _____
2. _____ _____
3. _____ _____

MY TENTATIVE CAREER PLAN (Cont.)

Actions Steps--What I'll do next to reach my goals	I'll do this by (date)
1. _____	_____
2. _____	_____
3. _____	_____
4. _____	_____
5. _____	_____

CASE STUDY

Name: Jose Gonzalez
Age: 30
Marital Status: Married, 3 children (2,5, and 7 years old)
Education: 6 years in Mexico

Jose worked as a field hand in a coffee plantation in a small town. He came to the United States 3 years ago to work as a migrant worker. He was recently able to bring his family to the U.S.

To improve his English skills, he attended an evening class at the local community college. With his limited English and vocational skills, he soon realized that he needed training to improve his career opportunities. His ESL teacher suggested that he talk to a counselor at the college.

Using the career counseling process (H-8a,b), how would you go about counseling Jose?

(Adapted from Building Competencies to Serve LEP Vocational Students, Jeanne Lopez-Valadez, 1990)

COUNSELING TECHNIQUES FOR SPECIFIC SITUATIONS

The following are situations that a counselor is most likely to encounter with his/her clients. Listed below each situation are the appropriate counseling steps that should be taken.

COUNSELING A PROBLEM AREA:

1. Describe the problem in a friendly manner.
2. Explain why it concerns you (the counselor); indicate that the situation must be changed and ask for the client's help in solving the problem.
3. Discuss each idea and offer your help.
4. Identify and write down possible solutions.
5. Write down specific action to be taken by the counselor and the client.
6. Agree on a specific follow-up date.

MAINTAINING IMPROVED PROGRESS:

1. Describe improved performance of behavior.
2. Explain importance of this improvement to you (the counselor), the client, his/her family, any co-workers, etc.
3. Listen empathetically to the client's comments.
4. Ask the client if there is anything you can do to make it easier to do the job.
5. If appropriate, indicate your intention to take such action.
6. Thank the client for improved performance or behavior.

NO PROGRESS - CLIENT REFUSES REASONABLE OPTIONS:

1. Review previous discussions.
2. Indicate insufficient improvement in problem area.
3. Indicate consequences of this lack of improvement.
4. Explain your (the counselor's) responsibility and what you must now do and when.
5. Indicate your willingness to change this decision if client reconsiders.

(From Building Competencies to Serve LEP Vocational Students, Jeanne Lopez-Valadez, 1990)

EFFECTIVE FOLLOW-UP ACTION

1. Preview previous discussions.
2. Indicate insufficient improvement and ask the client for reasons.
3. Discuss possible solutions to the problem.
4. Indicate the consequences of continued lack of improvement.
5. Agree on action to be taken and a follow-up date.
6. Indicate your (the counselor's) confidence in the client.

To implement a counseling step, a counselor can use any of the following activities:

-Role playing,

-Group discussion,

-Observation, or

-Individual interview.

(From Building Competencies to Serve LEP Vocational Students, Jeanne Lopez-Valadez, 1990)

CAREER COUNSELING FOR MINORITY CLIENTS

GENERAL PROBLEMS IN MAKING A CAREER CHOICE

- Lack of information (self or occupation)
- Confused or conflicting information about self, occupational environment and culture.
- Lack of confidennce in implementing information about self and environment.

THE INTEGRATED CAREER COUNSELING MODEL

The Model:

- Integrates elements from three counseling strategies:

  -trait factor
  -client-centered approach, and
  -behavioral approach

- Facilitates the achievement of several counseling goals:

  -information giving
  -confidence building
  -goal directed action, and
  -support

- Focuses on the trait factor direction:

  -the analysis of the special problems faced by clients
  -their situational basis
  -information about attitude, interests, personality, and how these factors relate to various occupational requirements.

- Provides information and builds confidence. The information is imparted by trained professionals through extensive psychological testing and other procedures and feedback given to clients in detail.

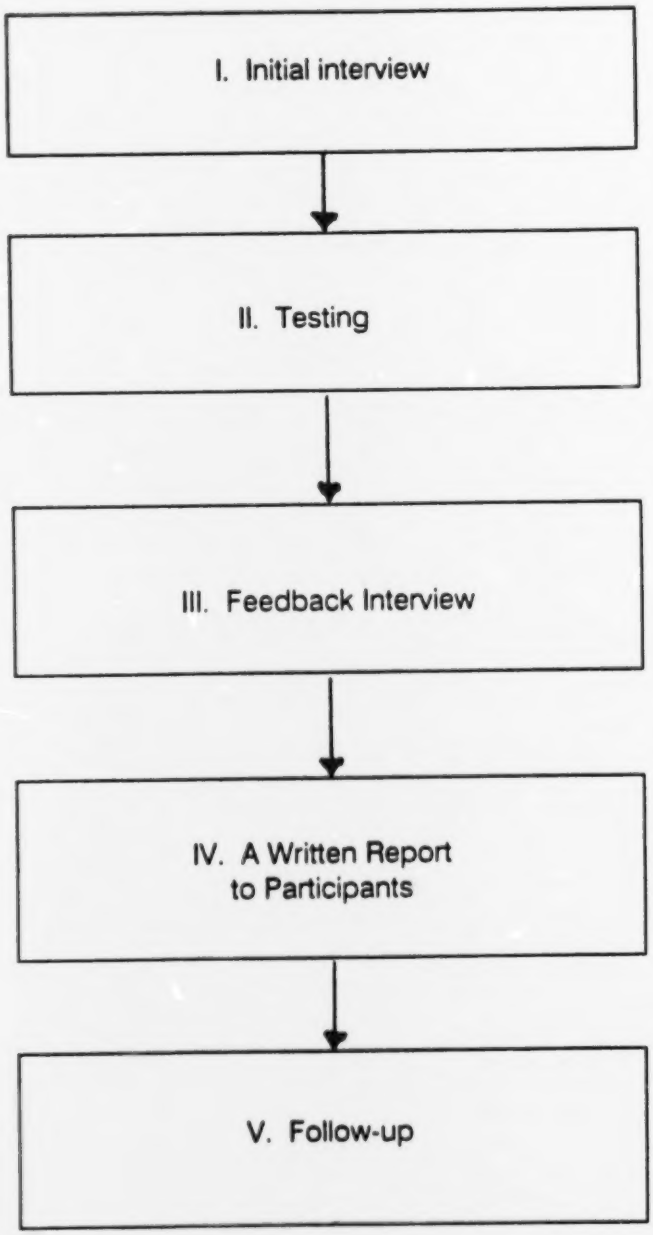
  Builds confidence through client-centered approach and relationship building characterized by acceptance, empathy, and genuineness.

- Emphasizes behavioral counseling element which is goal-directed action and environmental reinforcement.

- Provides on-going support.

(From Building Competencies to Serve LEP Vocational Students, Jeanne Lopez-Valadez, 1990)

Steps/Procedures



(From Building Competencies to Serve LEP Vocational Students, Jeanne Lopez-Valadez, 1990)

THE RELATIONSHIPS OF CAREER DEVELOPMENT THEORIES TO CAREER GUIDANCE PROGRAMS*

THEORY	ASSUMPTIONS	PROGRAM IMPLICATIONS
ACCIDENTAL	1. People tend to pursue alternatives that are familiar to them. 2. People tend to delay making career decisions. 3. People often choose available alternatives without considering their career plans.	1. Expose students to many alternatives. 2. Help students know about and acquire the skills that enable them to exercise more control over their lives.
TRAIT-FACTOR	1. Individuals possess unique patterns of capabilities and potentialities (traits). 2. A particular set of qualities is possessed by successful workers in each job family (factors). 3. It is possible to predict the success of each individual in each job family or occupation.	1. Assess individuals' traits. 2. Obtain lists of the factors necessary for success in each job. 3. Match each individual with the right job.
DEVELOPMENTAL	1. Vocational development occurs throughout life. 2. Occupational choice is a series of decisions, not just one. 3. There are stages of vocational life. 4. Individuals have different patterns of vocational development. 5. Many factors influence occupational choice.	1. Provide guidance services at all ages. 2. Develop materials and services for each level of vocational maturity. 3. Do not restrict vocational guidance to job choice. 4. Discuss potential problems that could arise in different stages and strategies for preventing or solving them.

THEORY	ASSUMPTIONS	PROGRAM IMPLICATIONS
DECISION-MAKING	1. Vocational selection is a rational process. 2. This process includes: a) a decision maker; b) a decision; c) alternatives; d) evaluation of alternatives; e) the selection of an alternative ; and f) actions to implement the selection. 3. People are able to use information to make wise choices.	1. Teach students the decision-making process. 2. Make information available to them.
ECONOMIC	1. People make rational decisions. 2. Economic return is a major factor in vocational choice. 3. Accurate information on cost, rewards, and risks is available.	1. Provide students with information on the economic outlook of various occupational fields, the rate of education or training, and sources of financial aid. 2. Help students recognize that a college education does not assure a good job.
SOCIOLOGICAL	1. Vocational selection is a developmental process. 2. A person's background influences the choices he or she makes. 3. A person's background may limit his or her perspective on alternative job choices.	1. Begin career guidance in the elementary grades. 2. Expose student to more alternatives. 3. Develop approaches to increase the options special student groups perceive. 4. Help students learn career decision-making skills so they may exercise more control over their lives. 5. Include family members in guidance activities. 6. Have school personnel examine their own biases and explore how the school environment is influencing students.

THEORY	ASSUMPTIONS	PROGRAM IMPLICATIONS
PERSONALITY	1. Individuals develop needs in early childhood that they seek to satisfy in their choice of an occupation. 2. Personality types tend to cluster in certain occupations. 3. People should choose a career area appropriate for their personality type.	1. Provide counseling for people with career problems. 2. Provide information to students about personality types and their relation to occupations so students may make appropriate choices. 3. Help clients identify their need. 4. Expose clients to various personality types and environments.
SOCIAL-LEARNING	1. Career decisions are based on anticipations or predictions learned through a long series of interrelated events in a person's life. 2. Human learning is cognitively mediated and under a person's control.	1. Help students understand the forces that influence their career choices. 2. Help them expand the range of career alternatives they consider. 3. Help students learn career decision-making skills and self-reinforcement so they may exercise control over their career development.

* From Sanderson B. and Helliwell, C. Career Development Theory.

CAREER COUNSELING
MODULE 4 - POST-TEST

1) By the year 2000 around 1/4 of the new workers in the U.S. labor force will be new immigrants.	T	F
2) A common characteristic of the LEP in the United States is a lack of education in their country of origin.	T	F
3) The role of the counselor is crucial in programs serving LEPs.	T	F
4) An effective counselor for LEP students avoids over-involvement and recognizes his/her limitations.	T	F
5) Language assessment and career exploration are essential components of an effective counseling strategy for LEPs.	T	F

ACTION PLAN

Identify what steps you are now ready to take having completed this workshop...

1) Conduct an inservice with other staff at my agency - counselors, administrators, ESL instructors, vocational instructors, etc.

Possible participants:

_____

_____

Arrange by this date:_____

2) Visit a VESL program site to get more ideas

Name of Program:_____
By this date:_____

3) Visit the ESL Resource Center at Richland to get more ideas

By this date:_____

4) Contact administrators, deans, etc. at my agency to discuss implementation of a VESL approach.

Call: 1)_____
2)_____
3)_____
4)_____
5)_____

5) Create an advisory committee of key players at my agency and in my community to begin developing a plan of implementation for a VESL approach.
Possible committee members:

_____

_____

Contact by this date:_____

BIBLIOGRAPHY

California Department of Education; Comprehensive Adult Student Assessment System (CASAS); Sacramento, CA; San Diego Foundation for Educational Achievement; 1991.

Center for Applied Linguistics; Basic English Skills Test (BEST); Orlando, FL; Harcourt Brace Jovanovich, Publishers; 1982.

Coy, Joy J., et al; English as a Second Language Oral Assessment (ESLOA); Syracuse, NY; Literacy Volunteers of America, Inc.; 1983.

Friedenberg, Joan E.; A Model Program for Serving LEP Students; Columbus, OH; Ohio State University; 1991.

Ilyin, Donna; English Language Skills Assessment (CELSA); San Francisco, CA; Association of Classroom Teacher Testers; 1991.

Kosuth, Thomas, P.; Pictorial Inventory of Careers; Jacksonville, FL; Talent Assessment, Inc.; 1992.

Locke, Don, C. et al; A Multicultural Focus on Career Education; Columbus, OH; Ohio State University; 1991.

Lopez-Valadez, Jeanne et al; Building Competencies to Serve LEP Vocational Students; Des Plaines, IL; Northwest Educational Cooperative; 1989.

Lopez-Valadez, Jeanne; Succeeding with the LEP in Vocational Education: Common Concerns and Solutions; Macomb, IL; Illinois State Board of Education; 1991.

McCarty, Toni, et al; Individualized Career Plan (ICP): Implementation Manual for Community Colleges; Macomb, IL; Illinois State Board of Education; 1985.

San Jose City College, San Jose Community College District, San Jose, CA; Vocational Education Resource Package for a Guide for Career Counseling Vietnamese; Menlo Park and Oakland, CA; Educational Evaluation and Research, Inc. and ARC Associate, Inc.; 1984.

Savage, Lynn, K.; VESL Approaches: ESL Program Approach; San Francisco, CA; San Francisco State University; 1990.

Savage, Lynn, K.; VESL Approaches: Overview; San Francisco, CA; San Francisco State University; 1990.

Savage, Lynn, K.; VESL Approaches: Vocational Program Approach; San Francisco, CA; San Francisco State University; 1990.

Savage, Lynn, K.; VESL Approaches: Work Experience Approach; San Francisco, CA; San Francisco State University; 1990.

Thomas, Robert, J. et al; Serving Vocational ESL Students; Washington, D.C.; American Association of Community Colleges; 1992.

Travland, Terence, et al; Industry and Occupational Projections to the Year 2000; Austin, TX; Texas Employment Commission; 1992.

U.S. Office of Education, Bureau of Occupational and Adult Education; Bilingual Vocational Oral Proficiency Test (BVOPT); Dallas, TX; Melton Peninsula Inc.; 1981.

INFORMATION AND MATERIALS CLEARINGHOUSES

Center on Education and Training for Employment
(Formerly the National Center for Research in Vocational Education)
Ohio State University
1900 Kenny Road
Columbus, OH 43210
(800) 845-4815

Eric Clearinghouse on Adult, Career, and Vocational Education
The Ohio State University
1900 Kenny Road
Columbus, OH 43210
(800) 848-4815

Eric Clearinghouse on Language and Linguistics
Center for Applied Linguistics
1118 22nd Street N.W.
Washington, D.C. 20037
(202) 429-9292

Intercultural Development Research Association
5835 Callaghan, Suite 350
San Antonio, TX 78228-1190
(512) 684-8180

National Center for Research in Vocational Education
1995 University Ave., Suite 375
Berkeley, CA 94704-1058
(415) 642-4004

National Clearinghouse for Bilingual Education
1118 22nd Street N.W.
Washington, D.C. 20037
1-800-321-NCBE
(202) 467-0867

National Network For Curriculum Coordination in Vocational and Technical Education (NNCCVTE)
Midwest Region Oklahoma State Dept. of Vocational and Technical Education
1500 West Seventh Avenue
Stillwater, OK 74074-4364
(405) 377-2000

Outreach and Technical Assistance Network (OTAN)
15377 E. Proctor Ave.
City of Industry, CA 91745
(818) 855-7000

Technical Assistance for Special Populations Program
The National Center for Research in Vocational Education
University of Illinois
338 Education Building
1310 S. Sixth Street
Champaign, IL 61820
(217) 333-0807